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ABSTRACT

The initiation, implementation, and successes of 13 older adult volunteer programs are traced in these descriptive essays focusing on: (1) the Educational Growth Opportunities project at San Diego State University (CA); (2) the Retired Volunteer Service Corps at the University of Maryland; (3) the Displaced Homemakers Program at Valencia Community College (FL); (4) Grandparents Unlimited at Oakton Community College (IL); (5) the Talent Bank at Edison Community College (FL); (6) the Service Corps of Retired Executives, Chapter 36 at Brookdale Community College (NJ); (7) the Retired Senior Volunteer Program at Belleville Area College (IL); (8) Closing the Generation Gap at the University of the District of Columbia; (9) the University Year for ACTION Program at Santa Fe Community College (FL); (10) the Andrus Volunteer Program at the University of Southern California; (11) Programs for Older Adults at Los Angeles Valley College (CA); (12) Project ASSERT at University College and Sinclair Community College (OH); and (13) the Barn Players Theatre Senior Acting Troupe at Johnson County Community College (KS). Older adults perform a variety of functions in these programs including college advisors, tutors, administrative consultants, instructors, foster grandparents, placement counselors, technical consultants in vocational programs, program planners, educational aides, and peer advisors. (AYC)

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Higher Education and the Older Volunteer



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A Place for Everyone

Higher Education and the Older Volunteer

A Place for Everyone

**Prepared by
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**American Association of Community &
Junior Colleges**

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Preface

The purpose for gathering the models of older adult volunteer programs presented in this monograph is twofold. First, that they will encourage readers to recruit and hire older volunteers to provide needed services to enhance the operational activities of their college or university and enrich the range of offerings it makes to the community. Second, that readers will be stimulated to design and develop or re-structure programs—comprehensive in nature—that professionalize volunteer services. The application of these goals also will serve as a means to re-integrate older citizens into constructive and rewarding community participation. Older adults, with their accumulated knowledge, experience, and resources, should be a basic ingredient in shaping the course of lifelong learning for the future.

Written by or with information provided by program staff and volunteers, the activities presented here trace the initiation, implementation, and success evaluation of thirteen selected older adult volunteer programs. Descriptions vary in length and depth just as the programs themselves vary in types of activities and numbers of volunteers. The presentations bear the style and contain the particular observations of each reporter, thus reflecting the individuality of each program □

Introduction

**by Harriet H. Naylor,
Director
Office of Volunteer Development in the Office of
Human Development,
U.S. Department of
Health, Education, and
Welfare**

No one knows better how to dispel the myth that adults cannot learn than the institutions of higher education to which so many adults turn. The older adult, unless he/she has continuously pursued educational opportunities, may have very low expectations of him/herself. One of the greatest satisfactions in teaching older persons is to observe the process of self-discovery and rising self-esteem, which are essential products of their learning experiences.

Many Americans are too busy earning a living to take time for additional study during their employed years. Earlier vocational training often becomes obsolete as they grow older, and yet their life-learned wisdom and community experience is very important to their families, to people whom they might help develop coping skills, as volunteers, or potential new employers. At least, at the point of a first retirement, older persons have a wide range of choice about future activities: to work comfortable hours, at more interesting work, whether paid or unpaid.

Growing older should mean con-

tinuing growth. It should mean pursuing interests that time did not permit before, discovering talents and skills, and accumulating more wisdom along the way. Mandatory retirement is disappearing, and economic realities plus nondiscrimination laws are encouraging second and third careers for older persons. Some of the programs described here offer volunteer activities that can lead to paid work, once mastery is demonstrated during the exploratory volunteering period. Some informal learning opportunities are made available in community centers, churches, senior clubs or other informal settings. Often the opportunity to teach informally opens into a paid work option, if the person discovers that such is desirable. Either way, it is most often a satisfying experience. Such activity offers a chance to do something that is needed and important to a lot of other people. Having a new role, with expectations from other people to live up to, is what seems essential for the older person: to feel that a worthwhile effort will be recognized and appreciated.

There are other growth options open to older persons who undertake the discipline of new learning and important work. They become role models for others, demonstrating aging with grace and enjoyment. Their wisdom is respected and they inspire others when they approach the future with confi-

dence and competence. They become spokesmen for the college program, recruiting their friends and neighbors. They intercede for others who might not persist in an entry process if left on their own. When budget allocations are being discussed, the experienced consumers and providers of the program services become expert witnesses to document program effectiveness. As these programs are described so that other colleges will be inspired to replicate them, the first hand experiences reported and the directly quoted testimonials will prove how effective the advocacy of experienced people can be.

Beyond program activities, senior advocates can influence the allocation of community and Area Offices on Aging resources to stimulate and support lifelong learning. Institutions of higher education can do a great deal to help older persons gain the education and training required for filling both paid and volunteer jobs. The gain then spreads to the persons they work with and enhances the quality of life in their communities.

Like the lyceum movement which preceded it, and the museum movement today, private citizens can use these learning and teaching experiences, deriving great satisfaction from the recognition and preservation of the values of life as they have known them directly, and passing on the community heritage as well as newer insights to their friends and neighbors.

Many feel that a second or third career is truly recreational. They find time for cultural activities that was lacking in their

earlier years. Sharing these enjoyments becomes an end in itself and turns leisure time into very important contributions to community life. Many studies and public opinion surveys have proved the fallacy of compulsory retirement, and the realities of enjoyment in being actively involved in community life. Talents increase with use, and American society can ill afford the loss when they are shelved, when the older person loses control over his or her own destiny. Institutions of higher education are ideally prepared to make the most of the talents and interests of older persons, to bring their humanity into the curriculum for the benefit of all. They can serve as the forum for bridging the age gap through combining common interests and shared objectives for effective community services. Public affairs should involve all publics, and, in many cases, the wisest leadership can be found among the older.

Education is a great energizer, for it makes our goals and objectives clearer and helps us find the ways to reach them. It can clarify what must be done, remove barriers to doing it, and provide measures of values so that the satisfactions of achievement can be more fully enjoyed. Our future depends on the preservation of freedom of choice, skill in making sound decisions, and projecting from tested experience the optimum outcomes. For this all Americans need lifelong learning. In this monograph, we have thirteen models to adapt for better ways institutions of higher education can help to achieve these goals □

Educational Growth Opportunities (E.G.O.)

**San Diego State University
San Diego, California**

by Thomas J. Hand, retired educator; Betty Whitaker, retired community organizer; Victor Whitaker, retired City Editor; and, Margaret A. Covert, Director, E.G.O.

Can market research, so profitable to business, be profitable to education? Can volunteers run a successful educational program? Are seniors interested in learning and widening their horizons? These questions are answered affirmatively and positively by Educational Growth Opportunities (E.G.O.), a project of San Diego State University.

A foundation grant for senior education to the College of Extended Studies provided nourishment for the birth of E.G.O. An exploratory meeting drew representatives from many organizations of seniors and from city, county, and private facilities catering to older adults.

From the initial group came committees to survey the educational interests of seniors and to recruit teachers and discover convenient—and free—sites for classes.

How E.G.O. Works

The project is steered by elected officers and committees who play key administrative roles. Serving behind the scenes as liaison to the University, and for continuity, are a project director and a clerical assistant, both part-time. Additional staff, in the form of two senior aides (under Title IX of the Older Americans Act), assist in the instructional area.

"E.G.O. is, insofar as I know, the only nontraditional senior educational facility that is attempting to find out what motivates the self-directed older learner to attempt to take the high road to self discovery and personal enrichment."

—Thomas Cardinal Borthwick, volunteer

Where do these seniors come from? Almost everywhere. E.G.O. has two kinds of volunteers—those who make the education program possible and those who teach. E.G.O. is a membership organization. The members determine the program through their democratic decisions and their elected leaders. They are tapped to become a part of the planning. Old members call on new members, and these new members come in response to recruitment at classes, by the news media, and by word-of-mouth.

A new technique initiated last fall was the offering of "coffee meetings" where the background and philosophy of the project was explained, and where members were recruited into activities and also re-

cruited others to fill needed roles. Thus, the members find the help necessary to run E.G.O.

E.G.O. has no formal training for its planners. It taps existing talents and organizational abilities. Officers and committee chairmen have the responsibility to orient new members and ascertain where they can assist to provide them with meaningful experiences. As one volunteer noted, "I feel comfortable here. I can help and I'm having fun! It's not often an oldster like me can help others go to school after they are 65!"

What do they do? Volunteers plan and staff classes and forums; they write the public relations materials; they design and administer yearly surveys to ascertain educational interests; they register students; they evaluate what they accomplish; they perform clerical tasks; and they raise their own funds with assistance from the University. Seniors are thus in both key and supportive positions. It is truly their program. Working on a trimester basis, E.G.O. offers approximately 90 programs in locations throughout San Diego (and another 15 at a satellite program recently opened in the northern section of the county.) All classes are low-fee (\$3-\$4), non-credit, and on a broad spectrum of survey based topics.

Are there enough people? There are never enough volunteers to do everything. E.G.O. has grown so big, so fast, that a few highly dedicated retirees do much more than their share. Just raising funds presents a monumental task of folding letters and stuffing envelopes. What has been needed is a "coordinator

of volunteers," and if E.G.O. can give any advice to other projects, it is to provide for such a position. It took the members of the E.G.O. a long time to recognize this need, perhaps because it was difficult for key planners to recognize that E.G.O., besides being a post-secondary educational program, is also a volunteer organization with all the problems concomitant with recruiting and retaining volunteers.

Instructors are a different kind of volunteer. They and what they do are the projects' reason for existence. All other E.G.O. activities have come into being to provide these lifelong learning opportunities. E.G.O.'s teachers are, for the most part, retired individuals who have lifetime experiences and talents to share with their peers. They are not necessarily retired teachers but come from many backgrounds.

"I joined E.G.O. because it offers me challenges in education over a wide spectrum. After two careers—29 years on a metropolitan newspaper and 14 years in education on behalf of the newspaper—I retired. E.G.O. offers me a chance to continue in teaching, research, curriculum building, and writing grants. It has proved most rewarding."

—Victor Whitaker, volunteer

For some, teaching becomes an entirely new career. One instructor, who had been a lawyer, has now become a knowledgeable and popular instructor about his country of origin. As he noted, "I never knew

my homeland was so fascinating. I've read over 30 books about my country. Now what I did as a child makes sense and I'm having the best time of my life sharing it with others."

Unlike E.G.O.'s planners, instructors are offered an honorarium to defray travel and other expenses. Yet, the teaching is a labor of love, for the time and effort put into the program far outweigh the small fee. Many instructors volunteer completely. One 71-year-old instructor recently wrote to thank E.G.O. for "the opportunity to do something I've been hoping to do for the last 30 years." To assist those teachers who have had little or no experience or who have never worked with seniors, peer teaching workshops are offered prior to each session. These workshops give experienced and inexperienced instructors an opportunity to exchange ideas and learn needed techniques for older learners.

Popular programs have included: "How the Health Are You?," led by a retired psychologist; "Backstage at the Symphony," in cooperation with the San Diego Symphony; "Close Encounters with Art," offered at a fine arts museum; "The Living World of the Sea," at an aquatic park; "Mysterious China," with retired ambassadors and recent visitors to China; "The Splendors of Europe," led by retired faculty utilizing Kenneth Clark's *Civilization* films; and, "Who's Who at the Zoo," in cooperation with the San Diego zoo.

Profile of E.G.O. Volunteers

Since E.G.O. is planned and administered by senior volunteers,





we essentially have three types of volunteers—The Leaders, The Teachers, and The Doers, each group with a different profile.

The Leaders: Elected and appointed officers. (Male: 75%; Female: 25%)

Over the past three years the Board (elected officers) has changed in composition. The following profile is thus a composite of membership over this time span.

Occupations: Professionals such as (all retired) city editor, professor, college registrar, businessmen, high school instructor, writer, psychologist, military officer, as well as homemakers.

Educational Level: Majority college graduates with approximately 25% holding advanced degrees.

Average Age: 70

Average hours devoted to program per week: 16 hours.

The Doers: Committee members, registrars, host and hostesses. (Male: 25%; Female 75%)

Occupations: the full range with a higher percentage of homemakers.

Educational Level: Although the average would be at least high school graduates, the range includes those with only a few years of formal education to those with PhD's.

Average Age: 72

Average hours devoted to program per week: 4 hours.

The Teachers: Instructors in forums and classes (Male: 70%; Female: 30%)

Occupations: Most have instructional backgrounds. However, a surprising 32% had never taught in a formal classroom. E.G.O. does

not require that instructors have credentials, only that they have experience or talent they want to share *and* have the ability to share. For some, teaching with the E.G.O. program has become a second career. It should be noted that the faculty is an international set. Twenty-five percent are foreign born.

Educational Level: Majority have college degrees, but again the range is broad. One of our most popular instructors (San Diego History) has only five years of formal education while another has five years of post-doctoral work.

Average Age: 72

Average hours of teaching per week: 2 hours.

"Working at E.G.O. affords me a rare opportunity to be involved in a unique program. It is a one-of-a-kind program implemented and experienced entirely by seniors, for seniors, and offers me an exclusive insight into the senior world."

—Jeanne N. Butts, volunteer

How E.G.O. Is Funded

Funding a self-supporting program aimed at a population unable to pay the entire bill would appear to be an impossibility in today's world of inflation and tight dollars. But then a widow of 76 says, "I don't know what I'd do without E.G.O. It's given me something to live for." That kind of endorsement makes it all worthwhile.

But how do we do it? With a lot of hard work, ingenuity based on experience, and creativity. Here are

some questions and answers that served as a guide for us—and should be asked by other institutions or organizations interested in such a project.

First, there's the possibility of membership fees. What can your institution or organization offer seniors at little or no cost to your program? If the program is attached to a campus, you have a number of possibilities—library privileges, sit-in privileges in classes, use of recreational facilities, invitations to campus events—tied in with alumni privileges. Can class fees be reduced or eliminated for members? What about pre-registration privileges? Can a newsletter for members be developed? A little creativity can go a long way toward establishing an attractive membership package. E.G.O. uses all of these and more for an annual membership fee of \$15.00 (\$4.00 for voting membership).

How about class registration fees? Serving a population on fixed incomes means that class fees cannot be prohibitive. Regular university extension fees are high. Yet, class fees can be part of the total budget. E.G.O. charges \$5.00 per class, \$4.00 if the person pre-registered. We waive registration fees for \$15.00 members and will waive fees for those who state they cannot pay.

Funds from outside individuals and the business community are vital because neither class nor membership fees can cover operating expenses. Many companies in a community feel they have an obligation to support non-profit

groups. E.G.O. has looked to these firms for assistance. Instead of merely seeking a contribution, we asked ourselves, "What can we do for these companies?" The answer was simple. We reach a large segment of the population, therefore we can put the company's name before these same people.

In order to approach firms we have developed levels of giving with concomitant privileges. For example, if a company gives \$50.00, the name of the company is listed in our class schedules; if a firm gives \$300.00, it becomes a class sponsor and is associated with a specific class, as well as being listed three times in the schedule. In one case, a savings and loan association, we registered participants right in the institution's office—thus giving the sponsor even more visibility.

And what about individuals? With the help of fund raisers from other agencies, we have developed a number of letters for direct mail campaigns that have proven helpful. The technique has not brought in large amounts of money but has added support for operations. One member, who was highly frustrated by so much work with relatively low returns, made the comment that we should be going after "elephants and not so many little rabbits." But another member reminded him "there are a lot more rabbits in this world than elephants." So we go after more and more rabbits and work hard to continue a program that is filling a community need. The E.G.O. program has been spending approximately \$25,000 a year to cover expenses (personnel

costs for two part-time employees, honorariums for instructors, rent, duplicating, and other operating costs). We reach more than 7,000 participants. Yet, in no way does this \$25,000 represent actual program costs. If services and facilities gained at no cost are added, then the dollar figure can be multiplied at least five-fold. E.G.O. could not exist without the immense community support. Volunteers also help the program at no cost. Faculty from various post-secondary institutions are usually willing to give lectures or lead discussions.

"I have volunteered for many organizations, serving as president for most. I found E.G.O.'s education program different, stimulating, and challenging over the three years since we've been established. I served as vice-president and president of the council and am now settled in as vice-president of development (fund raising). I've met many new, exciting people my age who surprise me with their enthusiasm and dedication."

—Betty Sklar, volunteer

Community groups, government leaders, doctors—and others—are resourceful people who can be a part of your educational program at no cost. A few examples are: "Coping With Government," with local government officials; "Medical Update," with physicians from a local clinic; "Economic Hopes of the World," with professors; "Natural Phenomenon," with a natural his-

tory museum. Printing can be done at sheltered workshops, local printing companies may do typesetting, wholesale buying clubs can help with office supplies.

Certainly one of the greatest resources is people. Although our two part-time employees do take a large part of the program funds, we are far below what would be the normal staff for program of E.G.O.'s size (nearly 100 classes year). We can do it because volunteers fill key roles from office work to curriculum planning. They are our biggest wealth. The work of volunteers is further supplemented by tapping wage-support programs such as CETA supported projects, and displaced homemakers and senior aides under Title IX of the Older Americans Act.

It is no easy task operating a self-supporting educational program. We work very hard staying ahead of our costs. As one of our members aptly put it, "It's all our own program; we do it ourselves; and it's been more satisfying than all the pay checks I received before retiring."



Evaluation and Future Outlook

It is not difficult to recognize the benefits E.G.O. has brought to S.D.S.U. The University and E.G.O. have worked hand-in-hand for the betterment of both.

By sponsoring and supporting the program, the University has expanded its role in the community. E.G.O. became an outstretched arm to return some of the University's vast resources back to the people. S.D.S.U. has been enriched and its services broadened through the growing participation of seniors on the campus. A supply of guest speakers is now available for gerontological, recreational, sociological, and other types of courses. The campus YMCA is mixing students and seniors in discussion groups. Plans are underway to use qualified seniors in tutorial programs, as career experts on call, and in roles as practical advisers to students in such areas as public relations, business, life planning and a myriad of other areas.

And what about the many San Diego State professors who have given of their time to the program as guest instructors? They, too, have had their horizons broadened as indicated on forms returned to the program. "My experience made me re-evaluate my ideas of older people. I was enlightened." "The talk I gave to E.G.O. turned out to be great fun. The students gave me a challenge I do not often find in my on-campus classes." "I'll be happy to participate again. I feel refreshed that older people enjoy thinking." So, experienced college professors enjoy educational growth themselves.

Another plus is that older adults who have been exposed to the resources of the University through E.G.O. appear to be willing to join the University community as students. As yet, only a handful of identifiable program participants have enrolled in credit class, but the potential is there. This benefit to the University is of high importance in these days of diminishing enrollment.

In conclusion, San Diego State University has played an important catalytic role in assisting older adults in San Diego, California, to create and implement their own learning experience. The result is that E.G.O. has been beneficial to both the University and the community. E.G.O. offers senior adults the opportunity to be involved, to learn, and to grow for "aging begins with birth; growth only ends with death."

E.G.O. hopes to double its membership this year (1979-80). Formal membership is one year old and to date we have 855 members. Reaching 1,600 or so would give us greater financial stability and mean that more effort can be put into education planning and less into fund raising.

The year 1979-80 brought E.G.O. the opportunity to reach new audiences. Funding to broadcast seven classes over educational TV has been obtained from the Fund for the Improvement of Postsecondary Education. Classes before a live audience will be filmed at our campus studio and sent out over the air with phone interaction with the home audience possible. Already special planning and evaluation groups (all seniors) have been set

up to implement the incoming project to begin in January. Such a project adds breadth to the entire E.G.O. program.



Recently re-funded by the California Postsecondary Commission, E.G.O.'s "Coping with Government: a Senior Perspective" will continue. This program, which combines seniors as planners and coordinators, brings government officials to meetings and classes for older adults to discuss issues vital to seniors such as housing, transportation, health, and income. Coordinators receive leadership and other necessary training and take the classes to senior groups throughout San Diego County.

E.G.O. hopes to be able to secure enough contributions to expand its offerings both in number and geographical areas. We have received numerous requests to expand but have been hampered by lack of funds □

Retired Volunteer Service Corps

**University of Maryland
College Park, Maryland**

**by Renee Lewis,
Program Director**

The Retired Volunteer Service Corps is a program through which retired professionals apply their career skills in a university setting. As career and academic advisors, tutors and adjunct instructors, and administrative consultants the volunteers commit a minimum of three hours a week for one semester. The influence of people from non-academic careers adds an important element to the educational experience of undergraduate students by offering perspectives otherwise unavailable on campus. Volunteers receive parking and library privileges and reimbursement for transportation. The program, which began in 1977, is funded by a three-year grant from the Edna McConnell Clark Foundation.

The program grew from a recognition that students would benefit from interaction with successful role models as well as from the subject matter assistance retirees could provide. The university also realized that as people are retiring at younger and more healthy stages, they would find an academic envi-

ronment stimulating and challenging. Both expectations have proved accurate: volunteers say that their work offers them a chance to meet like-minded peers as well as to help and learn more about younger students; and undergraduates appreciate the time and interest volunteers offer. In addition, the University itself benefits from the greater understanding which the volunteers, as community members, gain from their association with the campus.

How the Program Works

Implementation plans included a period, prior to the beginning of the school year, when program staff would assess needs and develop placements. In reality, jobs were identified concurrently with the recruitment of volunteers. The coordinator met individually with faculty and staff to create an initial job bank that was used to attract volunteers. New jobs were often developed when a particular volunteer arrived with skills not previously called for. Some of the most effective assignments have been made when professors have found professionals eager to assist them. Likewise, a volunteer who is willing to work with an interested faculty or staff member can be involved in the evolution of an optimum position.

For example, Sol Schulman retired from the Veteran's Administration as a personnel management specialist in 1974. He engaged in a variety of volunteer and paid consulting jobs prior to contacting the Retired Volunteer Service Corps in October, 1977. Sol's particular

interest was in handicapped students. Although the administrator who was overseeing services to these students welcomed Sol's assistance, the office was in flux for the entire year. Sol's participation could be sporadic at best, but he was not deterred by the frustration he experienced. In February, 1978, the Career Development Center requested volunteers to assist with on-campus recruitment by employers, and Sol agreed to give it a try. However, it was only with the advent of the 1979-80 academic year that volunteer participation was solidly underway. Now Sol spends one day each week advising job-seeking students and conducts a bi-weekly resume writing workshop. Along with five other volunteers this service has become a permanent part of the Career Development Center's operation. Regular strategy sessions with the director involve the volunteers in planning and implementing programs. Sol continues to consult with the now established Office of Disabled Student Services.

Volunteer recruitment has been most effective through newspaper articles about the program. While contacts with local R.S.V.P.'s senior citizen clubs and retirement counselors of local employers have been made, those who are attracted to our program seem to be personalizing their retirement in non-age defined ways, and thus respond to a more generalized publicity campaign. Volunteers themselves have also helped in recruitment.

The program has drawn almost exclusively from the large pool of

retired professionals in the Washington, D.C., area. Nearly all of the volunteers are college graduates and many of them hold advanced degrees in their fields of expertise. The majority are men who, at present, comprise approximately two-thirds of the corps. The volunteers, who number between 40 and 50 currently, range in age from 50 to over 80 years.

An outside consultant developed a six-part training program that includes listening and communications skills, college student development, decision making, and advising. In addition, the volunteers meet on a monthly basis. Campus officials, student panelists, and faculty discuss current issues. At least once each semester, the volunteers and staff meet in small groups for more personalized sharing of concerns and experiences. Each office provides orientation and necessary specialized training on site.

A group session for supervisors is held once a year. They are often breaking new ground and have questions, experiences, and suggestions that are best shared when meeting together. This has proven an invaluable means of feedback and support both among supervisors and with staff.

An initial interview with a prospective volunteer allows the coordinator to pre-screen applicants. The coordinator then arranges for faculty or staff to conduct an interview during which the details of the assignment are delineated. This is necessary most especially in areas where no one coordinator can have the specialized subject matter

knowledge to completely evaluate an applicant's skills. The supervisor and volunteer finalize the job and schedule, then report back to the coordinator.

There are, of course, times when a volunteer arrives with interests in an as yet unexplored field. We investigate opportunities and have made some of our best placements in this way. A faculty or staff member can more easily respond to a specific resume than to the more amorphous concept of "retired professional."

Occasionally, someone who is not appropriate for our program makes an inquiry. We may refer him or her to another volunteer program that seems more suitable or, failing this, put the applicant's name on a tickler file should a position become available.

Retention results from a mix of support, a viable and interesting assignment, and personal circumstances. Each supervisor is asked to be aware of the special needs of volunteers and to design means for reviewing work and sharing ideas with volunteers. Many methods are available; each works uniquely depending upon the situation. Involvement in staff meetings, inclusion on routing slips, and regular discussions are three ways to help insure retention.

Job ladders have been an effective way to keep volunteers actively interested. Often people will begin at a fairly rudimentary level as they feel their way in the organization. With experience, they become more qualified and feel at ease undertaking additional or more complex assignments. It is a skill to discern

with timing, and the responsibility can be shared by program staff and supervisor. In their uncertainty, volunteers often disregard talents they possess. These are revealed as the person becomes a part of the institution.

Volunteers have a way of using their time with the program as a way station, a time to reflect upon new found freedom. Some return to paid work, others develop new interests, and still others relocate. There are volunteers who do not find that the program meets their expectations. However, we have retained those who truly find their niche.

Sara Bomberg found her niche immediately. As a retired Red Cross supervisor of recreation for military hospitals worldwide, she had extensive experience with volunteers and in foreign countries. Her skills were readily applied to the office of international education services. Beginning in September, 1977, Sara was engaged as adjunct foreign student advisor, a position she maintains. She has also been involved in orientation of foreign students, development of special programs for visiting foreigners, and was instrumental in a policy change regarding tuition payment by foreign graduate students.

Vivian Ware and Charles Kissinger found the Retired Volunteer Service Corps a stopping point. Vivian was one of the original volunteers and did adjunct advising for individual studies students during 1977-78. Charles entered the program in fall, 1978, as a tutor in mechanical engineering. Both were

outstanding in their relations with students and functioned as a part of the regular staff. Vivian is completing a degree in art therapy and has been hired as a full-time therapist. Charles is a faculty member in a local community college where he teaches physics.

James Ablard retired from a career in private industry and the federal government as a physical chemist. While he continues paid work as president of a private consulting firm, he also tutors students through the chemistry department. He does not participate in any other program activities but has provided excellent assistance and has become an integrated part of this department. In Dr. Ablard's case, the Retired Volunteer Service Corps functioned simply as a referral source.

Formal recognition is not to be overlooked. We have an annual reception on campus at which volunteers are feted and supervisors and campus officials attend. Tickets to a summer theatre or arts performance are given in lieu of certificates (most folks have accrued several of these by their retirement). We also ask supervisors to send letters of appreciation that respond individually to the work of volunteers.

Evaluation

Each year the volunteers are asked to complete an assessment questionnaire. Supervisors receive a request for personalized evaluation, since each participant engages in unique work. The responses of these two groups have told us that the program is meeting the needs of the volunteers and the needs of students as perceived by

supervisors.

Obtaining concrete data directly from students has been difficult. We do not wish to interfere with the relationship between student and volunteer by requiring the student to register his or her name when seeking assistance. Both supervisors and volunteers are reticent about distributing mail-back questionnaires for the same reason. We are left with a reliance on feedback from supervisors and volunteers, which generally has been very positive.

Future Plans

An outreach of the Retired Volunteer Service Corps is the Coordinated Learning Center Program, through which eight retired professionals commit 12 to 15 hours per week as tutors and informal advisors in one of two learning centers: the department of mechanical engineering and the division of behavioral and social sciences. Courses are taught in large lecture classes, primarily for incoming students, and are those most often found difficult. The Learning Center advisors, who receive a stipend for their services, fulfill the same basic needs of volunteers, but commit to a more consistent schedule that demands a greater involvement and are willing to assume a stricter schedule. The Coordinated Learning Center Program is funded for one year by the Fund for the Improvement of Postsecondary Education of the U.S. Office of Education.

The three-year Edna McConnell Clark Foundation grant for the support of the Retired Volunteer Service Corps runs through July,

1980. We are presenting a proposal to the University of Maryland to fund both the Retired Volunteer Service Corps and Coordinated Learning Center Program through an office that will coordinate all services to and by retired people. ELDERHOSTEL and the University's program of tuition remission for people over 60 will be included. This proposal is simultaneously being submitted to foundations and government agencies for funding.

Applications in Other Institutions

The basic concept of the Retired Volunteer Service Corps has been applied in many institutions of higher education through individual placements of R.S.V.P. volunteers. The specific nature of this program, however, seems to require the direct support of the institution. Many retired professionals who do not identify with senior citizen organizations find a university or college an exciting and challenging locus for their personal development as well as a

place to provide needed services. A single office, such as career placement, could effectively implement a smaller version of Retired Volunteer Service Corps with little overhead. However, we recommend the program for its greater value throughout a campus.

The impact of the intergenerational contact cannot be measured quantitatively, yet results in a greater understanding among those involved. As one volunteer put it, "I wish I had this experience when my son was in college. It was so much harder than for me to talk to him than to his friends." A student's comments comport with this feeling: "Besides the help with physics, I could just sit and talk to (him) about anything." And one supervisor said, "This program is a great benefit to students, and it gives the retired person something positive to be involved in. Students feel free to discuss their problems with someone who's not giving a grade, with someone who's worked in the 'real world.' I hope there's a program like this when I retire." □



Displaced Homemaker Program

**Center for Continuing
Education for Women
Valencia Community College
Orlando, Florida**

**"The Older Volunteer at the
Center for Continuing
Education for Women at
Valencia Community College"**

**by Beatrice B. Ettinger,
Director, and Dana
Elliott, Coordinator**

What can you do when your expectations are high, your staff is small, and your displaced homemakers need much support, counseling, and follow-up? You look to your community for a dependable resource.

The Center for Continuing Education for Women (CCEW), having been founded as a volunteer organization in 1967, has always recognized the program enriching qualities of committed volunteer workers. The professional staff at CCEW and its Displaced Homemaker Program endeavors to welcome and utilize volunteers in areas in which they desire to serve. Because of the small numbers of paid staff, there has always been a need for responsible volunteers within the organization.

Volunteers are not only recruited to fill needs as determined by the staff, but the program expands into

areas utilizing the specific expertise of the volunteer. This encourages the volunteer to assume the status of adjunct staff. Here the volunteers have an opportunity to serve the program in their chosen fields.

CCEW and its Displaced Homemaker Program needs and uses volunteers in the areas of client intake, counseling, interviewing, research, public relations, record keeping, and clerical work. All of these areas are presently staffed by volunteers, many of whom are older adults.

How the Program Works

Expression of interest is only the first step in becoming a displaced homemaker volunteer. All potential volunteers are carefully screened to make certain there is real commitment to the goals of the program and understanding of the displaced homemaker's very special needs. At the conclusion of the initial screening interview, each volunteer makes a verbal commitment to program involvement and participation.

Recruitment of volunteers identified with specific groups, such as organizations that have older adults in their population, is somewhat different from general recruitment of volunteers. Public information outreach coupled with specific programming to attract and interest potential volunteers is carefully planned and delivered. Mutuality of benefits is stressed, with emphasis on meaningful community service as well as continued use of individual professional skills.

Expression of interest is only the first step toward becoming a CCEW volunteer. All potential volunteers are interviewed in order to make

certain that there is genuine commitment to the goals of the program and an understanding of special needs of the clients. At the conclusion of the initial screening interview, each volunteer makes a verbal commitment to program involvement and participation.

Volunteers are required to attend 30 hours of para-professional training in order to prepare them for active participation in the program. Staff members of CCEW present the training. This training is delivered classroom style in ten three-hour sessions. The topics included are:

1. Introduction to the Displaced homemaker Program: Profile of a Woman under Stress
2. Personal Values Clarification: Helping Displaced Homemaker Clients Clarify Values
3. Effective Listening
4. Assertive Communication: Helping Clients to Become Assertive
5. Resume Writing
6. Job Search Techniques
7. Helping Clients Under Stress
8. Crisis Recognition and Intervention
9. Small Group Facilitation
10. Record Keeping

At the conclusion of the 30-hour training session, all volunteers are encouraged to participate in a volunteer contract negotiation process. The volunteer and the staff articulate individual needs. When agreement and understanding of the responsibilities of each are reached, a volunteer contract is signed. An "in-kind" salary determination is made, based on

what a salaried person would receive for comparable work. In this way, the volunteer who becomes a job-seeker has documentation for the level of work performed.

In addition to the 30 hours of training, counselor meetings are held monthly. The agenda of each meeting includes sharing problems and progress as well as a mini-seminar on appropriate topics of concern. Some of the topic areas are: Social Service Resources; The Battered Woman; Women's Health Concerns; and Role Playing. These mini-seminars are presented by community resource professionals who volunteer their services.

After the initial interview, the volunteer is offered a sequence of training that includes a minimum of two sessions and continues as a supervised position at CCEW. The office manager is responsible for the training geared toward either utilizing the volunteers' active skills or developing new ones.

Older adult volunteers at CCEW are invaluable to the program. Aside from those who serve as counselors, we have a volunteer in her 70's, a retired social worker, who is our program statistician. She records all of the statistical data about our clients. Another volunteer who has also passed her 70th birthday is our financial secretary. She is responsible for making bank deposits and keeping the financial books balanced. Still another serves as a beauty consultant for our program for incarcerated women. This volunteer, although over 70, owns and operates a beauty parlor and finds time to donate her services to help women

take pride in their appearance. Still others serve as intake interviewers, employment interviewers, counselors, librarians, and assistants at workshops and seminars.

Evaluation

Volunteers at CCEW are given continuous feedback during informal one-to-one sessions with staff supervisor and during volunteer staff meetings. The group setting enables the volunteer to give and receive positive evaluations and encouragement for continued high-level performance. Volunteers also receive recognition through the CCEW newsletter, and in the minutes of the annual board meeting.

Volunteers who deal directly with clients are offered an annual performance appraisal. At this meeting with the staff supervisor, the volunteer has the opportunity to evaluate her past year's performance, assess her strengths in relation to personal growth opportunities, set goals, and make requests for job assignments for the following year. The performance appraisal session is voluntary.

The Center for Continuing Education for Women at Valencia Community College and its Displaced Homemaker Program presents a concrete model of program expansion through the use of trained volunteer staff. The community college becomes a true community resource as it offers opportunities to enrich the lives of volunteers through creative community service and augments the educational opportunities for clients of its program □

Grandparents Unlimited

**Oakton Community College
Morton Grove, Illinois**

**by Patricia R. Handzel,
Director of Community Outreach and Vivian R. Mitchell, Special Community Projects Assistant**

"Thank you for sending us 'Grandma Millie.' The children love the lively, sensitive way she relates to them. She is a favorite and is especially good when giving individual attention to one or two children at a time."

"Grandma Sara was an unexpected and welcomed addition to our program. She helps to provide the life and warmth so necessary in a day care setting."

"It's a love affair with Grandma Helen, the staff, and the children. The staff argues about who should have the privilege of taking her home."

So went the evaluations from directors of local child care centers at the end of the first year of the volunteer *Grandparents Unlimited* program at Oakton Community College in Morton Grove, Illinois.

Grandparents Unlimited originated at the college in the fall of 1977 when staff of the child care curriculum and the Senior Adult Program met to discuss ways of utilizing the expertise of the many older people who live in the college district. The child care advisory committee, composed of directors of local child care/nursery school centers, determined that the concept of foster grandparents would probably be favorably received. Results of a questionnaire sent to local nursery and child care centers unanimously and enthusiastically confirmed the idea. The child care centers, it was clear, would accept the volunteer grandparents to love, share experiences, and enjoy the children.

Further discussions with representatives of the college's senior adult advisory committee met with similar positive responses. Many older people in this north suburban area of Chicago had grandchildren who had moved away or who were grown. Since many were searching for meaningful ways to fill their time, there was a great appeal to the idea of utilizing their talents as grandparents to other children whose own experiences with older people were often very limited.

A brochure about the program was developed in the summer of 1978 and distributed to senior centers, libraries, and other community centers. Newspaper articles carried the story to the community also. Initial response was very slow. Staff of the senior adult program had expected much more, but only two grandparents volunteered in the first months. Today more than



12 are actively involved.

Originally the plan called for the college to screen and train the volunteers with assistance from Oakton's Child Care Faculty. It became apparent, however, that directors of the child care centers could do this more effectively. The senior adult staff became the "matchmakers"—matching interested seniors with a child care center near their homes, whenever possible, and introducing them to the center directors who interviewed them and integrated the training and placement in the



center. Time commitments have varied; some grandparents give a few hours or an afternoon weekly while others volunteer three mornings a week. The emphasis is on commitment and regularity rather than on frequency.

The substitute grandparents are asked to work with the children in reading and dress care, rather than to do housekeeping chores. Helen LaBok, one of the first volunteers, told this story: "One day," she said, "I went into the kitchen to help clean up after snack time and the director said, 'Helen, leave every-

thing here and go in and do your job—love those children,' and I did." As we advertise in our brochure, *Grandparents Unlimited* offers an opportunity for the older person to love, care for, play with, hold, and enjoy little children.

A representative cross section of senior adults living in the college district has been attracted to the program. Twenty-five percent of the volunteers are retired men. Many of the women worked as teachers, secretaries, or ran family businesses. Ages range between 65 and 75 years, with the majority 65-70. Educational backgrounds include one Ph.D., several college graduates, and one who had never completed high school.

The majority of volunteers knew about the program because of the excellent newspaper coverage; others heard about it from family members. One woman participated in another of the Oakton Community College special senior adult programs and heard about it there.

Through the senior adult program, office of community outreach at the college, administrative support as well as in-kind services such as printing, publicity, and an annual recognition luncheon are provided. The office serves as the liaison between the college and the child care centers. The Oakton Child Care program also provides lists of nursery school/day care centers, and in-service training.

Future Directions

Since this is a program that meets the needs of child care agencies and also of senior adults, the college would like it to expand. In

the near future the senior adult program staff hopes to have volunteers placed in agencies in all parts of the college district at all times of the day so that many more children can get to know a grandparent other than their own. The benefits of the program may be best summed up by one of the "grand-parents," who wrote:

"On her second day at the day care center one little girl cried for her mommy. The little girl (Laura) and I were briefly introduced in the playground. We went to our separate classrooms

and about an hour later the teacher brought Laura in to me. She was crying and unhappy, but she sat on my lap and told me how sad she was. I promised her that I wouldn't leave her until her mommy came for her. She hopped off my lap and went to play with the other children—but kept coming back to check and see if I was there. Finally she was picked up feeling happier than when she had come in the morning. I helped to make one child feel secure, and that was a gratifying day for me." □



The Talent Bank

Edison Community College Fort Myers, Florida

Part I: The Edison Community College Model

by **Polly Jacoby, Coordinator of Community Instruction Services**

Edison Community College, situated on an 80-acre campus in south Fort Myers, serves the needs of over 275,000 people in a three-county district. More than 5,000 students are enrolled in credit courses and another 5,000 are enrolled in continuing education programs. Edison provides courses that make up the first two years of a baccalaureate program. The college also offers degree programs in secretarial sciences, drafting, criminal justice, electronics and engineering technology, computer science, nursing, and emergency medical technology.

The Talent Bank began in the fall of 1977 as a privately funded pilot study conducted by William G. Damroth, a resident of Sanibel Island, Florida, and former business executive. In his words, "I had begun filling my own free time with involvement in the local community college's endowment program and an occasional lecture to business

administration classes. The students' eagerness to learn from my experience led me to believe the community college indeed could be the vehicle for amassing a bank of talent where experience could be shared with students of all ages."

The goal of his Talent Bank was twofold: "to provide college students more contact with persons who have used their education and life experiences to attain career success, and to allow retired and active professionals an innovative forum for sharing their wisdom, ideas, successes, and mistakes."

How the Talent Bank Works

New recruit recommendations are made by Talent Bank Advisory Board members on the basis of the current needs of the college. Interested applicants provide background data that include professional experience, education, hobbies, and community leadership activities. (Avocational interests have proved to be nearly as valuable as sources of talent as has the considerable professional expertise of members.) Applicants are then interviewed by the Talent Bank directors, often with a member of the advisory board or the assistant dean of education present. A prospective member is qualified only to the extent that he or she can render a contribution to the Talent Bank activities, such as conducting a course or seminar, leading a student discussion, advising the administration, giving a lecture or speech, or arranging and coordinating a Talent Bank activity. As a general rule, those persons accepted as members are professionals who have achieved a high

degree of success in their chosen careers. They are financially secure and are willing to participate when called upon.

Efforts are made to shape the Talent Bank membership into a mold that reflects the greater community. Distinguished women and minority members are actively sought, as are persons with talents in the arts, business, government, and the professions.

To date there has been no special training of the Talent Bank membership except the routine faculty orientation for those members who teach an on-campus course.

Talent Bank members are asked to participate in at least four activities a year. In the academic divisions, they may speak to classes and counsel students. They present a series of lectures sponsored by the student honorary society, Phi Theta Kappa. The director of the Talent Bank meets with academic faculty periodically to promote the involvement of volunteers.

In the continuing education division, Talent Bank members teach classes, moderate and participate in seminars for seniors, and present workshops for older adults and for the women's center. They give lectures to church and civic groups and to gatherings in condominium associations and mobile home parks. The subjects of these lectures have ranged from "Chinese Culture" and "How the Weather Affects your Health," to "Nuclear Medicine." Seminars for older adults have featured panelists with expertise in such areas as law, medicine, government, and consumer issues. Workshops developed

by Talent Bank members have focused on "Jewish Roots" and "Human Relations in Small Business." One member presents a popular "Evening of Music and Poetry," featuring guest artists as well as readings from her own poetry.

In order to involve still more of the membership, plans have been made to extend the distinguished lecture series to locations beyond the college campus and to expand counseling sessions with students. Under consideration is the development of a library of counseling tapes, which could be useful in training new members for volunteer counseling work. In addition, as negotiations between administration and faculty or staff become more complex, Talent Bank expertise in labor relations will be utilized.

A board of advisors provides supervision for the Talent Bank. The founder of the Talent Bank serves as consultant. A director, who is a paid college employee with other continuing education responsibilities, is a member, as is the director of the college public information office. Thus, liaison with the college administration and adherence to college policies can be maintained. The advisory board functions include planning and implementing the distinguished lecture series, editing the Talent Bank newsletter, and screening applicants for membership. Overall supervision of Talent Bank activities is provided by the director of continuing education.

Originally financed by the Dammroth Foundation, and the recipient of continued occasional aid from

the Foundation, many Talent Bank activities are now an integral part of continuing education at Edison Community College. Membership dues are being considered as a means of further financial support and related grants are being sought to supplement expanded volunteer programs.

Demands made by Talent Bank activities on the time of the director and secretarial staff are minor compared with the contribution of distinguished volunteers to the teaching staff of the division of continuing education. Moreover, there is considerable public relations value to the total college through such activities as speaking engagements and administration advisement.

A major thrust of the Talent Bank is that of outreach. The Talent Bank speakers bureau is integrated with that of the college. Seminars and workshops have been designed to encourage older adults to return to campus for non-credit activities or for credit courses. Television and radio appearances, thus far promotional in nature, can be expected to evolve into educational lectures, panels, or debates. Talent Bank instructors often join paid faculty in teaching at "satellite centers," such as mobile home parks, civic association buildings, and parish halls.

Informally, the Talent Bank reaches out to smooth the way for closer cooperation among institutions and agencies. Active in community affairs and skilled in working with diverse groups, members have played a role in improving community relations and under-

standing of the functions of the college.

Part II: "The Talent Bank: A Good Investment for the Community College System"

by William G. Damroth
Talent Bank founder

From somewhat meager beginnings—a small office space, a secretary provided by CETA, and my own funding—the Talent Bank was introduced in September, 1977, to the Board of Trustees, administration, and faculty at Edison. Their reception was good, evidenced by the fact that initial talents recruited into the program came from faculty referrals.

A ten-minute sound-slide presentation was prepared to introduce the concept to various service organizations in the community in conjunction with a direct mail campaign to friends and patrons of the college.

Like many other fast growing areas in the United States, metropolitan Fort Myers and surrounding Lee County, on southwest Florida's Gulf Coast, attracts many successful retired professionals. Success of the Talent Bank recruiting program came fast. Within six months our bank had grown to 40 talents, most of whom offered more time to the program than the college at that time was prepared to use.

The primary goal of the Talent

Bank program at Edison was to help community college students to enrich their college experience; it was not aimed at giving "old folks" something to occupy their time. To ensure that our talents truly had expertise, screening applicants was serious business.

Requirements were not based on academic degrees, rather on experience and the ability to share knowledge effectively. Prospective talents were asked to fill out a Talent Bank resume, followed by an interview with me as Talent Bank director. If accepted, the talent was screened by Edison's assistant dean of academic affairs who determined if, how, and when each talent might be used within the college.

Not all applicants were acceptable. One man too long retired had not kept up with new developments in his field. Those well-versed on their subjects, yet unable to hold the attention of a classroom audience, were ruled out for lectures, but were considered for administration consulting and one-to-one counseling.

Among the 40 retired or semi-retired talents in the Edison Bank were: an advertising consultant (who helped our Talent Bank organize television public service announcements); an architect and expert on solar energy; a scientist and former student of Einstein; a psychologist-gynecologist who later gave several lectures in the Women's Center at the college; two former high school principals; a pilot and air safety expert; the government's chief negotiator with seven unions; a former publishing company senior editor; a former

district court judge; and a physician who authored an anatomy textbook.

Talents were also discussed with agencies off the campus. It was hoped, over the years, that the Talent Bank would become a clearinghouse to supply leadership at the community level. Plans were outlined with the coordinator for the Fort Myers Voluntary Action Center, county government, and the secondary school system to make Talent Bank members available for consultation and speaking engagements.

Talent Bank members themselves were instrumental in helping us develop many facets of the program. A good example is found in a former executive editor with *Reader's Digest*. Forced at the age of 65 to retire from his 37-year publishing career, he quickly showed his interest in and worth to our program. As one of our first talents, he lectured to Edison classes about the publishing business, and counseled students individually about their career interests.

He also was the first talent to be interviewed on videotape by students from the English Department. The tape was made in Edison's television studio, with a crew of broadcast students. Now the 25-minute interview is used by the college's speech and counseling departments.

The multiple use potential for such tapes within the college suggested even broader applications: a library of tapes, one or more for each profession, to be used by various departments; and eventually, as the Talent Bank becomes inte-

grated in more colleges, a tape exchange program.

One of the most exciting spinoffs of the Talent Bank at Edison has been our association with an honor society, Phi Theta Kappa Fraternity. In the fall of 1978, the Talent Bank and fraternity co-sponsored what quickly became a very successful lecture series that appealed not only to the fraternity's honor students, but to other Edison students, faculty, and the public.

Successful professionals, both active and retired, were invited to participate; their subjects were timely and held broad appeal. Program organization allowed the

audience to question the talent about his subject and the talk was followed by a twenty-minute interview to learn how he built his career.

The Talent Bank's role was to recruit prospective speakers, while the fraternity was responsible for coordinating the series with the college, preparing advance publicity and promotion, and setting the stage, both literally and figuratively, to ensure a lively program.

Success of the Phi Theta Kappa/Talent Bank lecture series at Edison has been assured its continuance as a Talent Bank member with 25 years of broadcasting ex-



perience takes the responsibility for the 1979 series. Further, the Edison chapter of Phi Theta Kappa has submitted a specially printed "How-To" instruction booklet to all 28 Florida Phi Theta Kappa chapters to encourage their use of this lecture series as a statewide project. The program also was submitted to Phi Theta Kappa's national headquarters, competing for a prestigious annual award.

The Edison experiment, through trial and error, taught us the most effective ways to organize and operate a Talent Bank. We learned how to package the system and procedures, how to recruit and utilize talents to the advantage of the student, the college, and the community.

The Talent Bank became well known. During that first year, its story was presented at the convention of the American Association of Community and Junior Colleges, a Florida State Education Department meeting, and the annual meeting of the Association of Community College Trustees (ACCT). Other community colleges in Florida and across the country expressed interest in starting their own talent banks.

We proved the concept can work, that the students are genuinely interested, and the talents enthusiastic. Yet the program was not without obstacles. At Edison the timing was poor. After an initial good reception, we received no forceful support from the college administration because the institution was in the difficult initial stages of collective negotiations with a newly-organized faculty

union. Even without the internal strife, initiating a new concept means an uphill struggle. The overworked and underpaid faculty was very slow at first to use the Talent Bank and we found the academic atmosphere was not always receptive to "different" ideas.

At the close of the test year, supporters of the Talent Bank among the faculty, the administration, the community, and the students who had benefited from its existence convinced the college of its value.

As the cost of providing quality education skyrockets, and the need to broaden the academic experience grows, colleges will find it imperative to turn to voluntary talents who have enjoyed fulfilling careers.

The successful retiree does not require monetary rewards for his time. His rewards come from putting his empty time to beneficial use, especially when it means he can make a meaningful contribution to his own community.

The student, of course, is the prime beneficiary of such a program. As he strives to orient his career, he needs to learn from the variety of role models a Talent Bank can produce. It is important, in a free society, for a student to recognize that there are choices. Yet many young people do not see beyond the career attainments of a limited number of role models in their own environs. There is a need for better exposure to living examples of different kinds of lives and lifestyles. At Edison, as is true in communities throughout the country, there are many people with much knowledge to share and students curious and eager to learn

from it. Experience continues as a prime motivator. One talent can do more to inspire a student than ten career textbooks.

The Edison experiment was tested at a college convenient to my home on Sanibel, but the locale is not that important. Every community has top professionals, both active and retired. If someone, either working or retired, has knowledge not being shared in the classroom, then the students can benefit from contact with that person. Their skills do not always have to be chairman of the board level to be worthwhile to the student.

Four primary ingredients are basic to ensure a successful start to a talent bank in any college setting.

1. It must be well organized and integrated as a permanent part of the academic structure. The executive, the faculty, and administration must all be sold on the idea. The department heads must all be educated to its potential applications in their department, and must be encouraged to use members in their credit courses, in career counseling work, and in community adult education. The commitment to the installation of the talent bank should be no less than three years with an annual evaluation and upgrading.

2. The bank director, perhaps a successful retiree, paid or voluntary, must be able to attract a peer group. He or she is made responsible for coordinating the program under goals and objectives set by the executive of a college depart-

ment. The continuing education or community service department appears to be a proper setting.

3. With a relatively minor reallocation of resources in terms of office space, office furniture, secretarial help, and a modest budget for materials, the talent bank can begin operations. Sustaining assistance should then come from within the college, utilizing the public relations and audio visual departments, speech, English and broadcast students, and other internal organizations to work with the bank for the enrichment of all concerned.

4. As a long term objective, the college can work toward integrating the activity into the community. The concept easily reaches beyond the college walls through speaker's bureaus, consultation, and counseling at all levels of the community.

Directions for the Future

Arrangements have been made with the Community College Division of McManis Associates of Washington, D.C., an internationally-known consulting firm, to assist other community colleges throughout the country in implementing the talent bank concept on their campuses. Mr. Damroth has joined with Dr. Ervin L. Harlacher, a former community college chancellor and president who now serves as director of the community college division of McManis, to provide consulting assistance to interested colleges □

Service Corps of Retired Executives

(S.C.O.R.E., Chapter #36)

**Brookdale Community
College
Lincroft, New Jersey**

**by Kel Bamford, Chairman,
Chapter #36 SCORE/ACE**

Opportunity Always Knocks

The gold watch and pat on the back given to retirees can be just the beginning. The beginning of useful and rewarding endeavors. Retirement can mean more than backyard puttering, everyday golf, or fishing for hours.

The active and alert retired businessperson who is accustomed to doing things can find professional challenges and personal rewards. It can be done by becoming an active member of the Service Corps of Retired Executives (S.C.O.R.E.).

What Is S.C.O.R.E.?

A nonprofit, nonpolitical organization of retired executives, S.C.O.R.E. is sponsored by the U.S. Small Business Administration. The national group was established in 1964 as a means of utilizing the

vast business expertise of retired executives and professionals for the benefit of America's small business community.

S.C.O.R.E. is headquartered in Washington, D.C. The membership exceeds 8,000 and is divided into two classifications: S.C.O.R.E., whose members are retired; and, Active Corp of Executives (A.C.E.) which is composed of persons still actively engaged in business.

The main job of a S.C.O.R.E. volunteer is to counsel people who are considering starting a new business and business owners who encounter problems. The counseling is done on a one-to-one basis, making it confidential. And there is no charge for the services provided by our volunteers.

The Success Story of Chapter #36 S.C.O.R.E./A.C.E., Career Services

In the spring of 1970, two retired businessmen in the Lincroft area were contacted by a representative of the U.S. Small Business Administration for the purpose of enlisting their services to form a S.C.O.R.E. chapter in Monmouth County, New Jersey. An agreement was reached and for the period from 1970 to 1972 a concerted effort was made to enlist new members, develop a working organization, and build reputation in the local business community. Monthly planning meetings were held at a synagogue.

In 1972, a member of career services, Brookdale Community College, attended one of the monthly chapter meetings and was impressed with the sincerity, enthu-

slasm, and accomplishments of the group. After several meetings of S.C.O.R.E. members and Small Business Administration representatives with the Brookdale president and director of career services, a working arrangement was established. The College provided suitable office space, telephones, and part-time clerical assistance.

The Growth of Chapter #36 and the Results Attained

Between 1972 and 1979 membership in the chapter increased to 33 volunteers, and the group gained national recognition. Recruiting is done mainly through referrals from present members, friends, and satisfied clients. We also do periodic radio announcements and newspaper advertisements.

The volunteers are persons who have managerial experience and include capacities ranging from presidents, vice-presidents, and owners of businesses. They are people who are interested in sharing their expertise with others in the business section in need of help. As of May, 1979, 20 of the 23 S.C.O.R.E. members were men and three were women. All of the A.C.E. members were men.

The organizational structure of our chapter consists of a chairperson, first and second vice-chairperson, secretary, and treasurer. Beyond that, there are appropriate committees with elected chairpersons to handle all of the operations of the group. The duties and responsibilities of each member are outlined in our bylaws and ground rules. The chapter meets monthly at Brookdale Community College.

At these meetings, members discuss the results achieved during the prior month, policy changes, correspondence received, and current and future developments and events. Guests are invited periodically to speak on subjects of interest to the group.

Regular committee meetings also are held. The case counseling committee meets at the career services office twice each month. New cases are reviewed and volunteer assignments are made for each. The executive committee also meets at the same time. The purpose of these meetings is to establish policy and to direct the chapter's efforts to ensure effectiveness and productivity.

The task of the publicity committee is to make the local business community aware of the free counseling services the chapter can provide. The methods they use to do this are:

Radio. Tapes and scripts produced by our members in cooperation with Brookdale's Audio-Visual Department are given to all radio stations in Monmouth County. Live talk shows also are presented.

Newspapers. All newsworthy items, such as success stories, new membership, announcements of upcoming events, semi-annual progress evaluations, are reported in the local newspapers.

Speakers Bureau. Presentations by our members are made to all local service clubs, such as Lions, Rotary, and Kiwanis.

Poster Program. Our members design posters explaining S.C.O.R.E. services that are available to local business people and are placed in supermarkets, post offices, bus sta-

tions, and other public places. This is done twice each year. This program encompasses 47 communities and recently placed 138 posters.

Counseling Sessions

The Chapter conducts counseling sessions by appointment only between one and four in the afternoon, five days a week, and each Tuesday evening between the hours of seven and nine. Except for Thursday, when the sessions are held at the Monmouth County Library, all sessions are conducted at Brookdale Community College. Over 600 clients are counseled in a year and the number of hours spent by counselors exceeds 800. There are about 160 ongoing counseling cases.

Cooperative Brookdale/ S.C.O.R.E. Programs

In addition to the counseling sessions, S.C.O.R.E. volunteers work cooperatively with College representatives in a number of business related endeavors. They are:

Business Seminars. Conducted twice each year in the spring and fall, these seminars are geared to business owners and those considering opening new businesses. Lectures last one hour and are offered between the hours of nine and four-thirty. Six lectures are given each day and total attendance ranges from 60 to 100 attendees.

Small Business Institute Program. The joint effort with S.C.O.R.E. resulted in the College receiving approval to conduct a pilot program sponsored by the U.S. Small Business Administration. Because of the success of

the program, Brookdale received an ongoing working arrangement from the Small Business Administration—the first community college in the country to receive this recognition.

University Business Development Center Program. Through cooperative efforts with S.C.O.R.E., Brookdale Community College was successful in establishing a working arrangement with Rutgers University to conduct this program, which is similar in design to the Small Business Institute project.

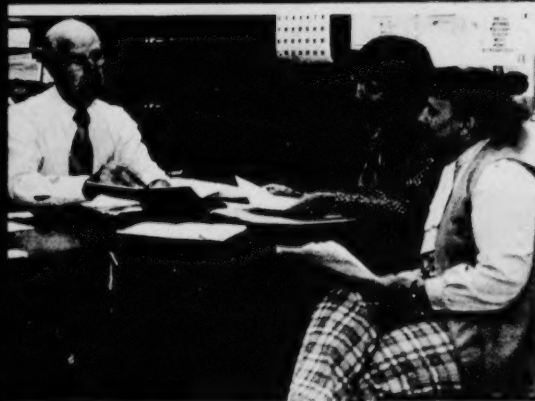
Monmouth Employment Research Center Program. The Monmouth Employment Research Center received a grant to audit the CETA program in Monmouth County. At the request of the Research Center staff, S.C.O.R.E. completed the audit of all municipalities within the county.

S.C.O.R.E. Addresses

Classes. In response to requests by Brookdale Community College instructors, S.C.O.R.E. volunteers periodically conduct workshops for students.

Financial Support

S.C.O.R.E. volunteers receive no compensation for their services, though they receive mileage reimbursements when they use their own vehicles.



The Brookdale-S.C.O.R.E. Program Is Beneficial to All Concerned

S.C.O.R.E. volunteers provide free counseling to business owners and managers throughout the community. Thus they help to attract new business owners, provide employment opportunities, and reduce welfare cases. Chapter #36 members have over 1100 years of cumulative experience in dealing with business problems and they counsel all types of entrepreneurs—from the small "Mom and Pop" retailer to the owner or manager of a business with million dollar operations. At Brookdale Community College, the S.C.O.R.E. counseling and seminar programs attract over 800 people each year. Volunteers actively participate on several committees at the request of the college administration. The efforts of the S.C.O.R.E. members have reduced the workload of the Career Services personnel. S.C.O.R.E. membership offers the volunteer an opportunity to actively engage in a challenging and rewarding effort, to help others through expertise acquired over the years, to feel wanted and needed, and to stay current with changes in the business world. Moreover, members may further their education through enrolling in classes at Brookdale Community College.

Future Plans

The members of Chapter #36 plan to expand the present operation by conducting spring and fall workshop seminars at three of the area colleges. In addition, we plan to engage our speakers bureau to address local service clubs and other such organizations ☐

Retired Senior Volunteer Program (R.S.V.P.)

**Belleville Area College
Belleville, Illinois**

by Sharon L. Sea, Director

Belleville Area College has actively provided direct services to the older population of its community since 1973 when it received a grant from ACTION for a Retired Senior Volunteer Program. The college operates this program as one of over 700 Retired Senior Volunteer Programs throughout the United States.

The need for such a program grew from the college's involvement in preretirement training courses offered at local industries, agencies, and to the general public. When leisure time activities were discussed and volunteerism and related direct service programs were mentioned, none was available. The only organized volunteer activities that could be found were those of the local hospital auxiliaries and the Red Cross.

R.S.V.P. began under the directorship of the instructor of the preretirement training course who also had a background with the Foster Grandparents Program and as a VISTA volunteer. His assistant was a person who had been active in

community affairs as well. Through letters and local media, a series of speaking engagements were arranged to advertise the program and generate interest among potential volunteers.

How the Program Works

The Retired Senior Volunteer Program is designed to provide opportunities for persons of retirement age to participate more fully in the life of their community through volunteer service. The R.S.V.P. program at Belleville recruits retired persons to serve in area agencies, or volunteer stations. A volunteer station can be any public or private nonprofit agency, institution, or organization as well as proprietary health care organizations and facilities in or through which the senior volunteers work.

When the program first began, the recruitment technique that seemed to be most effective was that of small afternoon gatherings where senior citizens could be approached personally. It worked because it provided an appropriate setting to talk about individual volunteer assignments that were available and could be presented in a non-threatening manner. It was helpful, too, when the recruiter was a long-time resident of the area and knew many potential volunteers. Since the beginning, our best recruiter has been a satisfied volunteer. With emphasis on advertising new volunteer assignments in the monthly newsletter of the program, recent efforts have been to find new and challenging assignments that would stimulate more professional persons into seeking volunteerism

as a second career.

Volunteers are, of course, the most vital part of the program and recognition for the jobs they do is very important. During initial recruitment and training, volunteers are provided a manual that outlines what the program is, what volunteer benefits are, and what the responsibilities are to the program and to the volunteer station. The individual is briefed on the volunteer station and what his assignment will entail. Then, on the initial visit to the station, the volunteer is accompanied by a program staff member and introduced to the supervisor and advised of the job responsibilities in more detail. Once placed, only spot checks are made, since volunteer station staff are also given a prepared manual and are asked to contact the office should a problem arise.

The volunteer station supervisor provides the necessary on-the-job training for the R.S.V.P. participant. This is an integral part of placement, since a volunteer is entitled to the same training as is a paid staff person. In this way, volunteers are afforded the same opportunities to excel as those for their paid counterparts.

Though the statistics have changed as the volunteers have changed each year, some general trends have emerged. Approximately 80 to 85 percent are women, with a median age of 70 to 72 years. As the program has become more sophisticated, so have the volunteers. Recently, the program has experienced greater success in recruiting men and in offering them challenging activities and as-

signments.

Currently, the program has 750 volunteers serving in approximately 100 volunteer stations throughout the college district. There is constant communication with most agencies dealing with older Americans and with almost all nonprofit agencies and organizations in the district.

In addition to the usual volunteer assignments in arts and crafts, at senior nutrition sites, and at multi-purpose senior centers, volunteers are performing support services for other senior citizens with income and circuit breaker tax assistance, medical screening, job placement, trip coordination, instruction for senior citizen classes, handling two transportation systems, providing outreach services, and performing various types of advocacy. A highlight of the program is a ten member volunteer orchestra. The musicians range in age from 63 to 82 and perform for area senior citizen activities.

Volunteers work in area schools, libraries, charity offices, societies for arts, local city and county offices as support groups or information booth staff, and serve as special education aides.

Volunteers are active in many different educational settings. They have been recruited to work as teacher's aides in local elementary and secondary schools—as remedial tutors, trade class aides, and general classroom assistants. We have been successful in engaging a number of volunteers to teach tuition-free classes to their peers. Included in the offerings have been bridge,

silk screen arts, sewing and tailoring, German and Spanish language classes, creative writing, swimming, ballroom dancing, cooking for one or two, introduction to literature, painting and sketching, living with inflation, and arm-chair travel.

R.S.V.P. is located in a building purchased by Belleville Area College to accommodate the following programs: R.S.V.P., Senior Nutrition Program, Senior Aides Program, Demand and Response Transportation Program, Outreach and Paralegal Program, and the Multi-Purpose Senior Center. Because of our close association, physically and fiscally, cooperation among these programs is vital and has been instrumental in securing an outstanding reputation for growth and quality in programming.

The college, through the dean of general studies and community services, also maintains close contact with area agencies and provides excellent support and involvement, including recognition of the volunteers.

As an ACTION supported program, R.S.V.P. is required to have an advisory council, but, the council is such that we would continue it without the guidelines. An advisory council should be viewed not only as a group of persons who can provide advice and ideas, but as individuals, each possessing an expertise to draw on and a segment of the community to represent.

Though obtaining financial support seems to be an ever-increasing problem for social service programs, effective groundwork has contributed to our success in devel-

oping support from the community. We rely heavily on political subdivisions and their revenue sharing monies, and the volunteer stations provide for volunteer transportation and meals. Recently, R.S.V.P.s in Illinois also have received state funds administered by the Department of Aging. In light of the federal freeze on funds, this has been most helpful in giving the program the flexibility needed for growing and for developing innovative volunteer activities and assignments.

Our success in raising local contributions can be attributed to good public relations, making volunteer assignments visible to the community, and involving seniors in fund raising activities.

Directions for the Future

The major focus for future development of B.A.C./R.S.V.P. is to upgrade volunteer assignments to involve more professional and career-minded retirees. We have used some individuals in program planning and implementation, and have recruited volunteers to coordinate separate direct service programs such as meals-on-wheels, and trips for seniors. Volunteers, in cooperation with local chapters of the American Association of Retired Persons, have been trained to provide assistance with tax and Medicare matters, and are currently working in ten communities. In addition, we would like to develop a more sophisticated advocacy program, hopefully by pooling our available resources with those of other agencies and getting our advocates to work on a common cause related to the community □

Closing the Generation Gap (CGG)

**Institute of Gerontology
University of the
District of Columbia
Washington, DC**

Utilizing the Elderly as Volunteers in Elementary Schools

**by Ola Jackson, Director,
Institute of Gerontology**

A definite need for the elderly to participate in useful activities was identified by the Institute of Gerontology in 1978 during an evaluation of the Continuing Education for Older Adults Project. A survey of older people used in developing the Institute's curriculum in gerontology revealed that 61 percent of the elderly residents in the District of Columbia expressed a need or desire to engage in work activities. The Institute then sought to determine how elderly citizens could be involved in productive volunteer roles in the D.C. public elementary schools.

The Program and How It Works

The Closing the Generation Gap (CGG) project has filled the need. The program recruits, trains, and

deploys older adults to serve as educational aides in the District of Columbia public elementary schools to help alleviate some of the critical staff shortages. The objectives of the project are:

- ☐ to engage the interest and participation of older persons in educating public elementary school children in prekindergarten through grade three;
- ☐ to extend educational services through the creation of new roles, opportunities, and contacts; and,
- ☐ to increase personal self-assurance and well being among the participants by encouraging older persons to utilize their skills and experience.

In May, 1978, the project coordinator and director of the Institute of Gerontology held conferences with the six regional superintendents to solicit their support and cooperation in operating the project. During the conferences the regional superintendents designated the schools that would participate. Consideration was given to the target population cited in the proposal, assuring that low-income and disadvantaged blacks, Spanish, and Asians in pre-kindergarten through grade three would be served.

The project staff held meetings with each principal of the designated schools for the purposes of establishing criteria for volunteers, determining needs, establishing dates for orientation and placements, and reviewing and answering questions relevant to the project and the volunteers. Discussion also included the specialized skills

needed for volunteer tutors in reading, writing, and arithmetic; aides for health units; monitors for recess, lunch rooms, and hallways; instructional aides in sewing, art, candlemaking, woodwork, music, and horticulture. For the most part, no special job qualifications were made at the school level; however, two schools did require that all volunteers be high school graduates.

Job descriptions were developed that provided an opportunity for volunteers to select their own tasks. There are 17 official job categories, ranging from classroom, library, or clinic assistant through mathematics or reading tutor to special interest club sponsor or listener.

Volunteers were recruited on both a mass and individual basis.

The method that proved most effective was the mass approach. Flyers and letters were distributed to heavily frequented public places (libraries, stores, and recreational centers); publicity was generated in newspapers, on radio and television; special presentations were made at schools and other community organizations; and letters were sent to civic associations and governmental organizations. Flyers were placed on the doors of houses in the areas surrounding the selected schools. Public appearances were made with over 50 retirement groups and senior citizens' clubs and local organizations; coordinated effort was made with existing volunteer programs such as Retired Senior Volunteer Program and National Volunteer Clearinghouse; peer recruitment was also encouraged.



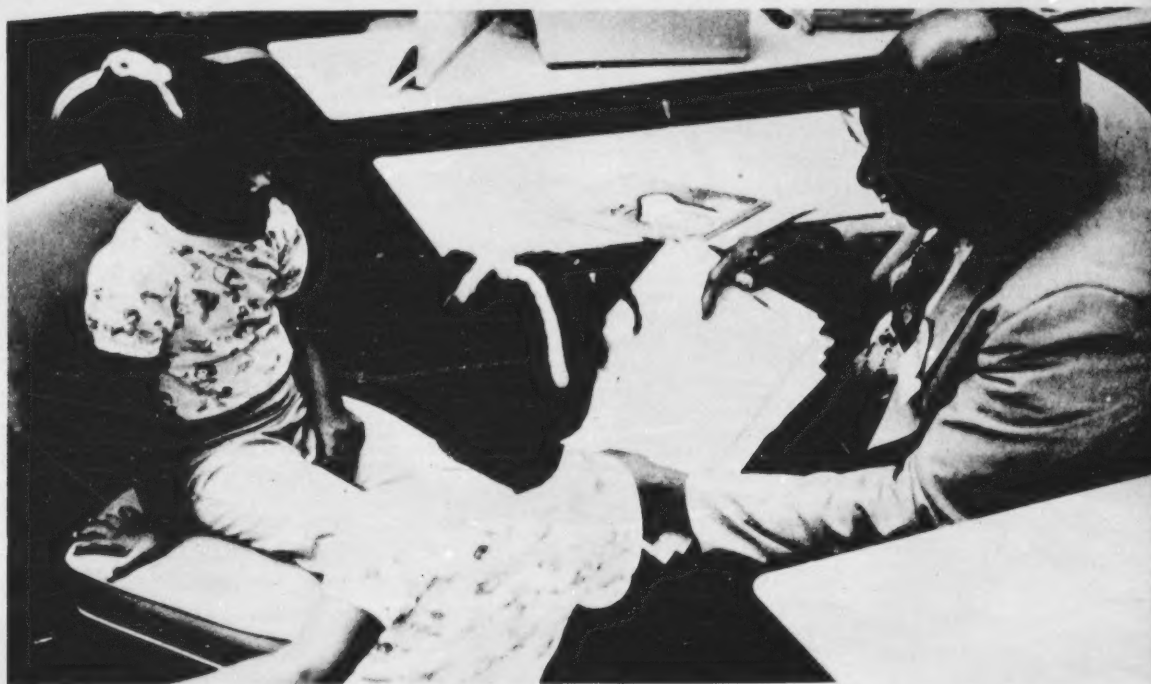
Most of the volunteers learned of the project in one of five ways: 1) an advertisement in the local newspaper; 2) a feature story about the project in a local paper; 3) word-of-mouth (from personnel within the school system, local community, agencies or a project participant); 4) through mass mailing to various organizations; and 5) public speeches given by the project coordinator or director.

In recruiting volunteers for the project, considerations were given to filling definite needs, allowing for attrition and turnovers, providing incentives to attract various target populations, and including nontraditional volunteers (low socioeconomic and educational attainment elderly citizens who had never volunteered before).

The only special qualification for

prospective recruits was that of age; volunteers were required to be 55 years or older. Among the participants, the age range was from 55 to 82 years. The median age for men was 68 and for women, 72. Volunteers were also selected for their positive attitude toward young people; good health and reasonable vigor; cooperative attitude; pleasant personality; and education, skill, or experience related to the role to be performed.

Older persons who expressed an interest in serving as volunteers in the project were asked to complete an application. Acceptable applicants were then asked to report for interviews. During the interviews, the project coordinator and Institute director explained the history and philosophy of the project, and described jobs, tours of duty,



rights and responsibilities of volunteers, and school sites.

Three training sessions (November, April, and June) were conducted for the purposes of giving the volunteer practical knowledge and useful skills applicable to working with young people, expanding the volunteer's understanding of himself as an aging person, promoting self-esteem and satisfaction in the volunteer, and encouraging the volunteer to remain active in the community.

Training materials selected were based on the role the volunteer would be performing in the school. They consisted of slides, tapes, films, and hand-outs. In addition, facilitators used demonstrations, role-playing, and homework assignments to stimulate interest. Volunteers contributed to the training by sharing their accumulated knowledge. Some of the materials presented in the training consisted of definition and scope of reading, story-telling techniques, techniques of reading books, picture-study techniques, methods of teaching writing, methods of teaching counting, first aid, establishing a relationship with a child, tips for tutors, and play activities.

The project staff presented the training in coordination with the American Red Cross, National Day Care Association, and University of the District of Columbia's Early Childhood and Learning, Elementary Education, Reading, and Nursing departments.

A reception was held to recognize the volunteers at the end of the first training session in November. The president of UDC, Lisle C.

Carter, and the dean of the college of education and human ecology, Richard L. James, awarded certificates to volunteers who completed the training.

Orientation sessions were held in the schools prior to the volunteer's tour of duty. During the orientation volunteers met the teachers, staff, and school coordinator, toured the school, discussed assignments and schedules, and observed classroom activities.

Approximately three weeks after volunteers began their assignments, the project coordinator made site visits to each school to observe the volunteer activities and conduct conferences with volunteers, principals, and school coordinators. Assessments were made with regard to: the relationship between the volunteer, school personnel, and students; ways to solve any problems that had developed; and recommendations and suggestions that might improve the assignment.

Various techniques were used to give recognition to volunteers for their contributions. The D.C. Public School system paid tribute to the volunteers in the project at its annual Recognition Day program in November. The Institute sponsored a Volunteer Recognition Day program for project volunteers on June 28, 1979. Other methods used to recognize volunteers included awarding certificates, enlisting experienced volunteers to help train new volunteers, taking time to talk with volunteers, providing scholarships to conferences, writing them thank-you notes, nominating them for volunteer awards, and sending

birthday and Christmas cards.

When fully operational, the project was comprised of 60 elderly citizens participating at seven elementary schools in the District of Columbia. The health suite at each school was open daily to students only because a volunteer was available to staff it. The volunteers determined their own schedules with a typical schedule ranging from four hours once a week to four hours five days a week. The volunteers were provided tokens for transportation, free lunches, physical examinations, and liability insurance coverage.

Teachers assigned a volunteer found they had a greater amount of time to spend in instructional, as opposed to non-instructional activities. Moreover, they were able to devote more time to direct teaching activities rather than merely supervising learning activities. Teachers with volunteers also were able to devote more sustained time to one classroom operation before moving to the next.

In specific comments on the value of the project, principals cited such diverse factors as "provided one-to-one tutoring and interaction with the students . . . increased time



Project Evaluation

An evaluation of the project was made in June of 1979. There was a wide range of opinions expressed by teachers in regard to the direct benefits derived from the project.

for planning . . . more artistic work prepared . . . more time to help youngsters . . . more stable atmosphere in classrooms . . . released teachers from non-instructional tasks . . . better teaching and more learning took place."

The following quotes from volunteers in the project reveal their satisfaction and assessment of the project:

"Closing the generation gap was a wonderful experience."

"The project staff trained us extremely well before placing us in the schools."

"The students appreciated my services and I enjoyed serving them."

"To show their love and appreciation, the students gave me a puppy for my birthday."

"I had the opportunity to use

skills that I have not used in twenty years."

"As a result of the project, I made friends with several volunteers. We enjoy each others' company at the schools and in our homes."

The University of the District of Columbia, Institute of Gerontology, Closing the Generation Gap project is partially funded by the U.S. Office of Education under Title I of the Higher Education Act of 1965, as amended, in cooperation with the D.C. Commission on Post-secondary Education □



The University Year for ACTION Program (UYA)

**Santa Fe Community College
Gainesville, Florida**

by Rubye M. Beal, Director

Santa Fe Community College is one of four in the nation to be awarded a University Year for ACTION grant. UYA is a federally funded program to provide human resources on a volunteer basis to organizations, agencies, and groups working toward the elimination of the causes of poverty. Since a stated purpose of Santa Fe Community College is to serve its community, the goals of the project and those of the college are extremely compatible. Santa Fe manages all aspects of the grant; provides external degree curriculum opportunities; and recruits, provides orientation, and places students in one of six approved agency settings. The college continuously seeks new agency placement opportunities consistent with grant guidelines.

The University Year for ACTION Program will begin its third year of operation in October, 1979, with federal funds in the amount of

\$159,000. We have always actively recruited senior and adult citizens. In fact, during our first year of operation (1977-78), more than two-thirds of our 30 volunteers were over 50 years of age. Since that time our baseline has been increased to 53 volunteers and it has been necessary to actively recruit from all age groups. Anyone over 18 is eligible and volunteers represent a wide variety of cultural and socioeconomic backgrounds.

The UYA staff consists of a half-time director, a full-time assistant director, two volunteer supervisors, and a secretary-bookkeeper. The director and assistant director handle all of the administrative functions of the program. The volunteer supervisors are directly responsible for supervision of the volunteers at their agency site. Each volunteer is assigned to an agency supervisor.

Currently, volunteers are placed at one of nine local community agencies. They are involved in a variety of activities. It is our aim to match volunteers' skills and interests with one of the following agencies: Archer Community Progressive Organization, Inc. (ACPO); Community Action Agency (CAA); elementary or middle schools; Gainesville Community Ministry, Inc., (GCM); Gainesville Review of Issues and Trends for Self-Action, Inc. (GRITS); Interface Runaway Shelter; Planned Parenthood; Voluntary Action Center; and other agencies when feasible.

Each new agency must complete a "Project Narrative" describing the problem UYA Volunteers will address and listing a timetable for

achievement of specific goals and objectives. Most UYA volunteers are involved in community work, "helping the needy to help themselves." Many of the people they come in contact with are low-income older adults, and many of the volunteers themselves are living on restricted incomes.

Volunteers are simultaneously enrolled as full-time students in the human services program at Santa Fe Community College. During their one year commitment, volunteers can usually complete all of their course requirements in order to obtain their associate in science degree in human services. They are enrolled in the "external degree program," which is an independent study curriculum.

Training consists of a one-day program given by the UYA staff and is designed to give an overview of basic skills needed for agency work. Each agency also offers some sort of individualized training. This varies according to agency functions.

The tremendous impact of the University Year for ACTION Program on the local community and its low-income citizens, in particular, has resulted in its designation by ACTION officials as a model program. Older volunteers are not only receiving extensive training and experience in human service work but, at the same time, are assisting the elderly in the community □

The Andrus Volunteer Program

**Ethel Percy Andrus
Gerontology Center
University of Southern
California
Los Angeles, California**

**by Mary M. Seguin,
Director, Older
Volunteer Project,
(1972-1976) and Polly F.
McConney, Director,
Andrus Volunteer
Program, (1976-present);
Members of Andrus
Volunteers**

The Andrus Volunteers are people helping people and learning about themselves in the later years of their lives. This program was initiated as a research and demonstration project in 1973 at the University of Southern California's Ethel Percy Andrus Gerontology Center. The Center, established in 1964, creates within the University a special environment for training and research in human development and aging. The volunteer program is located within Community Programs, one of four major divisions of the Gerontology Center. The other divisions are: The Research Institute, The Leonard Davis School of Gerontology,

and the Division of Educational Development. The very nature of the Center provides the "raison d'être" for Andrus Volunteers.

Initially, the purpose of the Older Volunteer Project was "to learn how older adults can function as senior volunteer developers in an organization in order to open opportunities for retired persons to readily find and continue in work that is both personally satisfying and that accomplishes the purpose of the organization."

The Andrus Gerontology Center was selected as one of two demonstration sites for several reasons: (1) It met criteria which presumably would permit the development of senior volunteer personnel; (2) it afforded opportunity to observe conditions that facilitate or impede the mutual accommodation of retired, unpaid personnel and paid, non-retired personnel in the same work setting; (3) most of the central tasks of the Center—research, education, and pilot community programs—serve older persons indirectly; (4) the Center would likely attract, as senior volunteers, individuals who felt comfortable in a university setting and whose backgrounds were similar to the established paid personnel and students.

There are now approximately 100 participating older adults who volunteer their time to meet the goals of the program to develop new roles for retired persons and to augment the services of the Center. The program has grown steadily in the scope of its services and in professionalism and assistance by the members. Andrus Volunteers began with four members in 1973, grow-

ing to 72 in 1975 and 100 as of March, 1978. Based on 100 active members as of May, 1979, the statistical breakdown is as follows: 32 men, 68 women; 79 Caucasian, 20 black, one Spanish surname; seven are under 60 years of age, 74 are between 60-70, 19 are between 70-80, and three are over 80.

A detailed questionnaire completed by Andrus Volunteers in 1977 revealed a composite picture as follows: Fifty-two percent of the Andrus Volunteers live alone; the other 48 percent live with spouses, family, or friends. By and large, the majority of Andrus Volunteers see themselves as healthy; in fact, healthier than their contemporaries. Occupational backgrounds range from the professions and business to clerical and labor.

Andrus Volunteers are concerned with community problems such as crime and safety, inflation and taxes, problems of the aged, and lack of concern for human well-being. They feel that retired persons can help with these issues through active organizational work, community involvement, and advocacy. Andrus Volunteers believe that older people prefer to continue working, that they have the same strengths and weaknesses as the younger population and should continue to be productive to the extent that they are able.

The reasons given as most significant for volunteering are to keep professional skills alive, to help people, to meet people, and to fill spare time, in that order. About 60 percent had previously been volunteers and approximately 50 percent are currently volunteering else-

where in social-civic, humanitarian assistance, church, or academic programs. Many of the Andrus Volunteers currently hold membership in other professional or civic organizations and church or religious organizations. Approximately 36 percent hold leadership and other positions in these organizations.

Most of the Andrus Volunteers spend one to two days a week at the Gerontology Center. They attend general informational meetings, orientation meetings, and committee meetings. They also audit Davis School classes where they often serve as resource persons, attend workshops, and summer Institutes. Committee work involves planning, evaluation, and actual service given to the Andrus Center and to the community. Andrus Volunteers are especially rewarded by the involvement in the research activities of the Andrus Center, participation in the educational seminars, and the opportunity for skilled service and contacts with other dedicated volunteers and staff.

Effective Organization and Management Practices

The effectiveness of the Andrus Volunteer Program lies in the basic concept that it is a program "of" and "by" older adults. Since its inception, volunteers have been involved actively in the planning of programs and in developing a structure that not only helps them reach their goals but also affords mutual support for one another. They have experienced satisfaction and success in developing

their own organizational structure within the framework of the institutional setting and through the use of the democratic process. The structure parallels the prime functions of the University and the Center—education, research, and community service. At the time of entry in the organization in 1973, the volunteers filled gaps in service in the areas of communications and dissemination of information. Tours of the Center were the first task assumed by senior volunteers soon after it moved to its new building, relieving the faculty and staff to pursue their major responsibilities. This was soon followed by requests for older persons interested in speaking to community groups. A speaker corps was formed following requests for older persons to speak to community groups. Another recognized need was for a communications vehicle among faculty, staff, students and volunteers resulting in the publication of a newsletter, *The Volunteer News*. The newsletter is also sent to government agencies, community organizations and senior citizen groups.

This beginning allowed for development of mutual accommodation and understanding among staff. It enabled the volunteers to go at their own paces and to realize that the services they were performing were needed and appreciated. Focusing on the major functions of the University established a firm foundation.

The Andrus Volunteer Program is administered by an elected executive committee and a staff director. All active members serve on one or

more of the following committees: educational opportunities, docent, speakers corps, peer counseling, publications, research, humor (research) project, advocacy, leadership development, hospitality, fund raising, and office. The program has evolved committee descriptions rather than individual job descriptions. This procedure allows the volunteer to work within the committee framework, thereby having the opportunity to participate in a variety of tasks.

The function of the paid director of volunteers and part-time staff assistants is to serve as liaison between the Center and the volunteers as well as to provide backup and support for the volunteers. As the person with administrative authority and responsibility for the utilization of University resources, the director of volunteers shares responsibility and authority for the implementation of day-to-day programs, shares her skill and knowledge with the volunteers, maintains operations as efficiently as possible through the assistance of paid support staff and office volunteers. She helps the volunteers engage in tasks that are challenging and not unduly stressful. The director of volunteers reports to the head of the Center's Community Programs Division and to the volunteer membership.

Very early in the development of the program, the volunteers selected Wednesday as meeting day. These morning meetings of Andrus Volunteers as a whole, or in committees, from September to June, provide the structure for a formal and informal exchange of informa-

tion and interpersonal interaction.

Recruitment, Placement, and Training

Older persons have been recruited for the Andrus Volunteer Program in a number of ways: primarily through "word of mouth" and personal contacts—a friend who is a volunteer; a visit to, or tour of, the Center; the educational seminars; through the volunteer newsletter; or from hearing a member of the speakers corps describe the program. Since the end of the initial two-year demonstration, the program has more than doubled in membership, services, and activities. Since its inception, older men and women from throughout the greater Los Angeles area have been attracted to the program, bringing with them a wide variety of experiences from professional, business, and volunteer service backgrounds.

Prospective members are welcomed at a Wednesday meeting, interviewed by a member of the membership committee, and asked to complete an application form. They receive a general orientation to the volunteer program and a portfolio of information. Each new member is expected to serve as a docent for at least three months. The docent is oriented to the work of the Center and to being the Center's personal contact with the public. The assimilation of new members into the program is an ongoing process throughout the year.

The program adheres to the concept that each new member has the right and responsibility to find his/her niche and to make a contribu-

tion to the program. Active Andrus Volunteers are expected to attend Wednesday general meetings, participate on one or more committees, and give 15 hours of service each month. Formal "training" courses emerge as volunteers need information/skills to develop, operate and assess their educational, research, or community service projects. Some classes are held weekly over a period of several months, e.g., peer counseling, volunteer leadership; others require less time and effort, e.g., briefing for research interviewers, and speaker assignments.

Retention and Support Mechanisms

There are several reasons for the relatively high retention of members of Andrus Volunteers (90-95% year retention).

Within the Volunteer Program

- ☐ A 'sense of community' has developed throughout the years—a camaraderie and a system of support of the volunteers for one another.
- ☐ The organizational structure has developed with co-chairmen of each committee and a sharing of responsibilities—both of leadership and in carrying out of assignments by members.
- ☐ The development of worthwhile and meaningful tasks.
- ☐ The development of a democratic decision making process.
- ☐ The opportunity to develop work options.
- ☐ The option to receive a small monthly reimbursement to cover some transportation and out-of-pocket expenses.

- ☐ Good health of members. (Attrition has been largely due to illness, illness of a family member, or travel.)
- ☐ Members have had sufficient income to support their volunteer activities. (Some of the members are now finding it necessary to take part-time jobs to supplement their incomes.) Consequently, the volunteers have developed a 'sustaining' membership category for members who have been active for at least two years and now must reduce the amount of their participation.

Within the Center and University

- ☐ There has been a gradual integration of the volunteers into the Center's division through volunteer initiated activities such as the seminar series; through the volunteers' response to faculty, staff, and student requests for services; through the opportunity to participate in training programs and in the implementation of research grants (peer counseling, legal services, teacher aides, interviewers for housing study, study of retired faculty/staff); and, through serving on advisory committees as older adult representatives ("Work and Retirement," Community Programs, "You and Your Aging Parent," Summer Institute courses).
- ☐ The Center honors the volunteers at the end of each school year with a reception in the courtyard following the annual Recognition Day program.
- ☐ Andrus Volunteers are invited to lectures and other Gerontology

Center and University events to which students, faculty, and staff are also invited.

- ☐ Members receive complimentary parking stickers and a discount on Center publications.
- ☐ Andrus Volunteers may audit gerontology courses on a space available basis with the permission of the instructor.

Through their committee structure, the volunteers make sure that whatever they do meets the standards of the university and they take pride in their accomplishments. They also seek guidance from the Center's faculty and staff who have served on three advisory committees of volunteer initiated programs, "Leadership Development," "Humor," and "Ethel Percy Andrus Day." The seminar series planning committee confers with the director of the educational development division before finalizing the year's program. Volunteers who work in faculty/staff initiated programs are supervised by persons in charge of the program.

Commitment on the part of Andrus Volunteers to others, and especially to older persons in the community, is reflected in most of the activities they have initiated—the speakers corps, tours, seminars, the humor project, and leadership development of senior volunteers in other organizations in the community. They perceive themselves as being important and credible translators of information generated through gerontological research into a variety of forms that people in the community can use. Some projects focus specifically on older persons different

from themselves, e.g., the humor project for frail elderly in nursing homes, while other activities reach a wider range of age, ethnic, and economic populations.

Sources of Financial Support

Funding of the Andrus Volunteer Program is tied to functions and services performed by volunteers who select activities that are in line with the goals of the Center and the thrust of the University. The volunteers must look for funding sources just as do faculty and staff. Since the expiration of the original research and demonstration grant in 1975, the Andrus Volunteer Program has operated on a very limited budget. Monies are needed for staff salaries for a full-time director and part-time assistants, volunteer mileage reimbursements, as well as materials and supplies. Sources of funding since that time include: small grants from the Administration on Aging, the Andrus Center's Community Programs Division, and several foundations; three publications written and/or edited by volunteers, "Releasing the Potential of the Older Volunteer," "Aging: Today's Research and You," Volume I and Volume II; occasional reimbursement from honoraria for speakers; and, newsletter subscriptions. The volunteers have imposed a small membership fee of \$3.00 per year to cover mailing and newsletter costs. They raise approximately \$1,500-\$2,000 per year via special events, plant sales, and summer institute food services which goes toward scholarships for classes, conferences, and workshops. In

1979, the volunteers raised more than \$6,000 at their educational seminar day honoring Ethel Percy Andrus for whom the Center is named. The educational seminar series is self-supporting. Some research grants have allowed for the involvement of older persons as subjects.

Conclusions

Andrus Volunteers are older than the typical volunteer leaders. They are, however, similar to these leaders in that the majority have relatively high occupational status, income, and education. In these respects they differ from most of their age peers. A significant minority, however, had no previous experience in a college setting yet found rewarding tasks in an institution of higher education. Some of these senior volunteers were attracted by the challenge of initiating and maintaining services needed by their age peers and neighbors.

The Andrus Volunteers have demonstrated how to combine their goals with those of the institution by developing tasks that serve the central purposes of the organization and, consequently, have meaning for them. As they found their functions, they evolved structures that permitted both flexibility of time commitment and movement from task to task. They established channels for interpersonal relations with one another and with others at the Center in the performance of their tasks. They established both a context and content of work that met their needs.

Forecast for the Future

The future of the Andrus Volunteer Program is as bright as the efforts that volunteers are willing to make. There is no foreseeable end to the activities that can be developed by creative older persons. It is hoped that, by continuing to initiate programs or respond to requests for services, there will be a continuous evolution of activities whereby a ripple effect will occur as the volunteers reach out to individuals and groups in the larger community.

The fiscal future of the program depends on the ability of the director of volunteers and the volunteers themselves to generate interest and seed monies for new demonstration projects, and for continuing basic support of the volunteer effort.

In summary, the past may be the forecast of the future as expressed by the Andrus Volunteers themselves. The quotes in this article were taken from the "comment page" of the *Volunteer News*.

**"One is through at age 65?
Never have I worked with a more
dyanmic, experienced, inspira-
tional, and service-oriented
group dedicated to the improve-
ment of society than the Andrus
Volunteers."**

**"I feel that I have grown intellec-
tually and emotionally. I have
certainly become much more
tolerant in dealing with people.
Financial reimbursement would
never compensate for the work I
have done at the Center—my
contributions have been made
with love."**

"I was worried that it might be difficult this year with so many new members to retain that sense of intimacy that has made being an Andrus Volunteer so enjoyable. I was wrong to worry. The larger group just gives you that many more fine people to work with and enjoy."

"It has been a satisfying experience to discover latent qualities in myself; a potential for leadership, creativeness, and an ability to relate to others. I believe it has come about because of the supportive quality of the volunteer group at the Center, where personal growth is encouraged by example of others and by non-pressure encouragement. I have found a group with which I can creatively identify. I am learning . . . !"

"One very important thing that I have learned about myself through volunteerism is my ability to plumb the depths of my emotional and physical strength. I never dreamed that I could do the things I am doing. I am motivated and have the strength to do so." □

Programs For Older Adults

Los Angeles Valley College Van Nuys, California

*by Lois V. Hamer,
Project Manager*

Los Angeles Valley College has developed a unique program for older Americans, encompassing a number of areas. With reference to the older volunteer, the college first took a look at the skills inherent in a large population of persons 60 years of age and over who had been issued Gold Cards denoting their special status as older persons. It was discovered that many of them were either retired teachers or had been in a position of training in a variety of business and professional areas.

Two projects involving older adults are currently in progress at Los Angeles Valley College. One is a volunteer peer teaching program and the other is a placement satellite in the Senior Adult Program to help persons interested in volunteer or paid part-time employment.

The Volunteer Peer Teaching Program

The University of Southern California School of Gerontology provides for field work in order to have

its students receive experience in working with older persons. One student has taken for her field work and dissertation the development of a peer teaching program on Valley College campus, using the skills of retired persons. The project takes the form of one noncredit class designed to help older persons develop four to eight session courses in fields that interest older students. The training course runs eight weeks, during which time lesson plans are developed and presented for evaluation in the class itself. At the end of the course older students are prepared to be peer teachers in the Senior Adult Program noncredit classes.

In the first semester of the peer teaching program the following courses are being presented:

Selling Yourself. This class is designed to prepare potential older workers to enter the job market through exercises in confidence-building and preparation for interviews. It is taught by a senior with experience in psychology and business.

Senior Rap. This is a course designed to provide the tools for achieving one's greatest potential. It uses relaxation and internal control as the primary tools in assessing one's own abilities. The teacher for this class is a senior student majoring in psychology, with experience in the business world.

This Was Your Life. This course is taught by a businessman who has an interest in and understanding of history. The course explores the history of the United States from 1914 to 1943 as seen through the life experiences of the

students, with emphasis on the arts, personalities, and phenomena of the times.

Dramatic Speech in Everyday Life. This course is taught by an older student who comes from the field of education. It provides the essentials of good speech, with practice in diction, expression, voice projection, and delivery. The course will develop a showcase to be presented to the Senior Students Club on campus.

Self-Growth and Development. This course is taught by a senior student in educational psychology. It is designed to enhance group communication skills with an emphasis on self-discovery. It will develop skills in recognizing and evaluating personal growth.

The Placement Satellite

It has become necessary for many older students to obtain part-time employment because of support needs necessary in continuing their education. Therefore, Los Angeles Valley College has developed the placement satellite in the Senior Adult Program as a means of helping older adults find volunteer or paid part-time jobs suited to their skills and interests.

In order to administer such a program, a husband-and-wife volunteer team works directly with the placement bureau to develop and place older students. Over the past year this team has recruited two additional senior volunteers. One has skills in placement; the other in job development. The employment team is in the process of putting together an Employer Advisory Committee for the employment

satellite. Over the past year this team of four persons has generated increased interest on the part of employers to explore the value of part-time older workers. The team was involved in a conference entitled "Community Colleges and Older Workers." They were resource persons in several of the workshops. There is a bank of approximately 50 employers related to this satellite. There is a registration of approximately 125 persons interested in either volunteer or paid part-time employment.

The staff of this activity serve also as counselors to the potential employees, helping them to understand interview skills and employer needs. It is anticipated that within the next year this particular service will expand materially.

Volunteers are placed in tutoring programs, in senior centers, and in numerous community organiza-

tions that traditionally have been built on the willingness of American citizens to give their time.

Financial support for these two projects comes from the College's community services budget and primarily consists of limited staff time, publicity materials, and telephone support.

The role of Los Angeles Valley College in the peer teaching program is to give staff support in developing the courses, and in actual administration of them. The projection is to increase the peer teaching program to provide more educational opportunities to the senior population itself.

The role of the college in the employment component is to provide physical space as well as telephone support. The community is made aware of the resources through contact with the volunteer job-developers and by word-of-mouth.





Conclusions/Future Directions

The peer teaching program is proving very successful in two areas:

- ☐ It provides an outlet for persons who always have wanted to teach, who have the skills but never had the opportunity.
- ☐ It makes it possible for community services to offer educational opportunities in areas beyond those which the budget can support. For community colleges that find themselves under limited budget constrictions, this might be a way to expand to meet the increasing requests for continued opportunities for older Americans.

As inflation increases, it is anticipated that more and more older Americans will need to find a way to supplement their incomes. Employers are learning that older Americans are a better source of employees than many untrained persons. The concept of part-time or tandem jobs is gaining acceptance. The community college, with its large reservoir of older students, is proving to be a logical vehicle through which to match the needs of employers and older Americans. In other community colleges, this activity could be housed either with the Senior Adult Program or with the college placement bureau ☐

Project ASSERT

(Activity to Support the Strengthening of Education through Retired Technicians)

**University College
University of Cincinnati
Cincinnati, Ohio
Sinclair Community College
Dayton, Ohio**

Part I: University College

**by Dorothy Napoli, Director
of Planning and Develop-
ment, ASSERT, with
revisions by Hannah
Elsner, Program Assist-
ant, and Catharine P.
Warmbrod, Project
Director; National Center
for Research in
Vocational Education**

Project ASSERT is an experi-
mental program designed to
provide technically skilled retired
persons with a chance to serve and
to discover a new role, to improve
occupational education programs in
two year technical institutions and
colleges, and the opportunity for
interaction between older and
younger persons on career related
subjects. It is sponsored by the
federal Administration on Aging,
and is directed by the National

Center for Research in Vocational
Education. The project test demon-
stration sites are located at Univer-
sity College in Cincinnati and at
Sinclair Community College in
Dayton.

The University College had estab-
lished a relationship with the agen-
cies in the community that had
service programs for the aged prior
to the inception of Project ASSERT.
It was felt that a consortium could
be established among the five insti-
tutions comprising the University
of Cincinnati that offer associate
degrees and the Cincinnati Techni-
cal College. It seemed clear that a
consortium could offer the spec-
trum and variety of technical pro-
grams to older Americans as volun-
teers. Since no one two-year college
offered a complete vocational edu-
cation program, the formulation of
a consortium appeared to be a
powerful device for pulling retired
union members, journeymen, and
technicians out of retirement into
meaningful roles within our set-
ting.

In addition, the University Col-
lege had established a relationship
with the Retired Senior Volunteer
Program (RSVP) that was to be re-
sponsible for the recruitment, ap-
plication, and eventual assignment
of the volunteer to the technical
programs in which he or she might
become engaged. The possibility of
establishing a labor studies pro-
gram was also being explored with
union leadership.

These, then, were the reasons for
making the college a pilot site for
the testing of the new program.
Subsequently we subcontracted
with the National Center for Re-

search and Vocational Education and proceeded to organize the consortium.

Organization of the consortium was not without its difficulties. Although the administrative heads of each of the units were supportive and enthusiastic about the idea of volunteers augmenting their technical programs, we discovered in a series of meetings that self-interests, beliefs about volunteers, and particularly volunteer union members, and ideas about vocational and technical education presented problems.

Concern for these matters made it necessary for us to design a process by which we could develop a reasonable degree of trust and agreement. The National Center for Research and Vocational Education, during the beginning phase of the Project, helped greatly to identify the common goals rising out of ASSERT. A resource handbook draft containing operational guidelines, as well as other materials, were created and provided as part of the technical assistance to both Sinclair Community College and University College. To clarify our conception on the distinction between technical and vocational education, a broad definition of the word "technician" that was appropriate to education in the two-year college was identified.*

*Technician—a person highly skilled or highly specialized in the method or practice of a particular trade, specialty, or the like, with special reference to mechanized details and the use of special techniques; one who has mastered the techniques of fine art. From: *Dictionary of Education*, Carter V. Good, Editor, Dean and Professor of Education, Emeritus, University of Cincinnati.

The definition was sufficiently broad to include persons proficient in the technology areas offered by the colleges as well as a wide range of union personnel.

There was consensus that our educational aims were technical in nature, that we educated for particular skill development within our students so that they would not only be able to enter a particular job level but also proceed upward on an organization's career ladder. The concept of career advancement distinguishes us from vocationalism.

Project management anticipated difficulty in recruiting retired union members; union members do not have a history of volunteer work outside of the union. This belief led to the decision to recruit a retired union member for the position of coordinator of ASSERT. We felt originally that, with about 140,000 union members living in the Cincinnati area, recruitment would be easy. We had not contended with history or the significance of our educational aims. That history could be best characterized by "attrition" between the unions and the University. Twenty years before the unions had tried to establish a training program at the University, but were rejected. While the University leadership has changed since then, union leadership has not. With at least one notable exception, there remained resistance on the part of union leadership toward engaging in activities with the University.

Efforts were made during that first year to resolve this problem. For example, union leaders were

asked for the names of members of their retired groups who might be considered for the position of ASSERT coordinator. A financial obstacle was encountered. Payment of a salary for the coordinator's work would jeopardize the retired union member's benefits. A woman was recruited who had once held union membership and had experience specifically related to job development for senior citizens, as well as many contacts in local aging networks that proved beneficial for her work as project coordinator. She began the second stage of the project—the marketing of ASSERT and the recruitment of the volunteers.

How the Program Works

The idea of developing job descriptions prior to recruitment and marketing was advocated by the National Center for Research and Vocational Education and by R.S.V.P. This practice served to protect the prospective volunteer as well as give the person an insight into the types of work available. It was felt that people would be more likely to volunteer their services if they knew in advance what they would be doing. However, flexibility in approaching the recruitment process—either with or without job descriptions—was both allowed and encouraged.

Difficulties did arise in defining roles between R.S.V.P. and the consortium with regard to recruitment and placement. Staff of R.S.V.P. felt that these functions should be theirs. The ASSERT coordinator believed that recruitment duties belong to R.S.V.P., but that place-

ment of volunteers should be her responsibility. The matter was resolved when it became clear that R.S.V.P. was constrained by limited resources and would have difficulty assuming the additional responsibility of Project ASSERT. The Program had received no additional funds for its involvement. Thus, while we sought its approval and assistance where possible, we did not expect it to be actively involved in the demonstration project.

The deans of the consortium spoke highly of the project and expressed an interest in and commitment to the concept, though their involvement was relatively modest. Communication between the deans and the ASSERT coordinator was good. The fact that the deans were not heavily involved may have been due to the administrative design of the demonstration. The coordinator was housed at the University College, while none of the other consortium members had a person assigned to program functions. Any work done at their institutions was carried out along with other duties. Perhaps the situation could have been improved had the coordinator's job been made a travelling position with established hours and days to spend at each school.

Project ASSERT was advertised in all the media. A special day was set aside to introduce it to personnel officers of businesses, unions, and social agencies. People over 60 enrolled in the classes in the consortium colleges were invited. From this event came the recruitment committee, whose members had identified themselves as interested in the mission of the project. This

group had recruitment as its primary objective. The members were to act as linkages to their suburban newspapers. Several retired members volunteered to work in technical programs.

The mission of this committee was quite different from that of the advisory board, which was formed early on. Board members, selected from the community-at-large, primarily represented nonprofit social agencies with humanitarian concerns. Although union membership on the advisory board was desired, as was that of commercial enterprises, it did not materialize. While this omission may not affect seriously the final outcome of Project ASSERT, it hampered the short range goals of obtaining volunteers early in the project.

We attempted to engage union assistance in the marketing effort when we discovered another obstacle. The unions have, at least in the Cincinnati area, an extensive volunteer program of their own. They use retired volunteers to train individuals in apprentice programs. However, they did not promise to advertise through their house organs.

Another area of disappointment was the idea of utilizing students to recruit. Eighteen students from blue collar backgrounds volunteered to take materials and the preliminary applications into the communities in which they lived. They placed these materials in public places such as libraries, drug-stores, bowling alleys, banks, and grocery stores.

The coordinator's reports show that senior centers were not suc-

cessful recruitment sources. Several reasons were given for this. The staffs that coordinate the senior center activities kept their clients so well occupied that they did not have time to volunteer. Another problem reported was transportation. Some centers go out into the community to pick up members, bring them to the center, and return them to their homes at the end of a day. These people normally would not leave their homes at all were it not for the transportation service provided by the senior centers.

The recruiting effort eventually did bring forth a number of retired persons who wished to volunteer their time and service to the two-year colleges, but most were not union members. The majority of the volunteers were men with professional backgrounds—engineers, accountants, businessmen, a personnel officer, a retired dean of admissions, an attorney, a mailman—and two businesswomen. Thus, the volunteer positions had to be adjusted to the skills of the people recruited. However, all of the volunteers met programmatic needs of the colleges. The situation illustrated that it can be difficult for a program to anticipate the possible types of volunteers it will have and the kinds of positions that will be appropriate for them.

At present, the volunteers are providing meaningful service to a variety of technical programs and administrative offices. They are assistants to classroom teachers, they critique and grade student papers, they act as brokers between

practicum sites and colleges, they do followup research on studies concerned with withdrawals or suspensions, they are career advisors to students and academic tutors, they assist college fiscal officers, and one retired volunteer is a life-guard.

In addition, a group of volunteers have been recruited to act as assistants in the faculty evaluation program within a college. These assignments have not been, as might be anticipated, a threat to existing personnel or faculty but, on the contrary, are providing necessary services that both students and volunteers are finding meaningful and rewarding. The volunteer services have not replaced or displaced any existing position or individual—rather, they have augmented administrative functions. It shows that positions can be developed that meet the needs of a college, and can be filled by retired technicians.

Another flexible aspect of the ASSERT project was its supervision. The resource manual was presented to the demonstration sites as a "working draft." It contained statements that clearly indicated it was to be revised on the basis of actual program experiences. In fact, feedback forms were provided to site coordinators for this purpose. The material in the resource manual was drawn from the general literature on volunteerism and was intended to assist in the implementation of the project, not to direct it.

We had expected to provide a thorough orientation and supervision program for the volunteers

at the point of entry into positions within the colleges. But, since volunteers were largely recruited individually and then assigned to a particular faculty member or administrator, that person, rather than the coordinator, has been essentially responsible for orienting the volunteer to his or her placement and to the particular task to be performed. Thus, the personal needs, experiences, and interests of the volunteer are most apparent to the assigned supervisor, with whom a relationship is established. Happily, it has worked; there have been very few cases of confusion or need for reassignment.

R.S.V.P. assumed the responsibility of providing insurance for the volunteers, as well as transportation and meals when needed. Parking on the main campus of the University of Cincinnati, where the University College is located, has presented the only maintenance problem for the project. Again, R.S.V.P. handles this concern. The initial grant provides only for the salary of the coordinator, office supplies, and other materials.

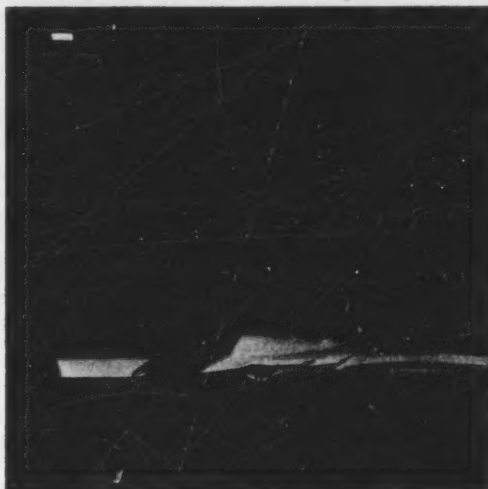
Evaluation

The difficulties we encountered in establishing and implementing the ASSERT project were ideological and organizational. They existed among the consortium, ASSERT site leaders, and R.S.V.P. In addition, certain historical and financial problems were apparent between the unions and the ASSERT site operational bases. The former were resolved by process and design; the latter by hiring a

fulltime coordinator with a union background. However, the flexibility with which all parties involved approached the development of the demonstration was a key to its success. The task was to place retired technicians as volunteers in the two-year colleges, and it was accomplished.

Part II: Sinclair Community College

Sinclair Community College in Dayton, Ohio is the site of the other ASSERT program directed by the National Center for Research in Vocational Education. The project coordinator is Clara McGlone. Since Sinclair is a two-year institution emphasizing the teaching of occupational and technical skills, the volunteer ASSERT program is a valuable asset for the college.



In addition to volunteer endeavors to link the ASSERT project with other senior programs at the college, contacts have been made with several additional colleges in Ohio that provide special older adult programs. The purpose is to establish an informational data bank of such programs for possible future development at Sinclair.

ASSERT volunteers have been involved in many of the college's departmental services: supervising the piano lab in the Fine Arts

Department; providing public relations services for the Law and Financial Management Department through speaking tours to explain and publicize the program; working in the Early Learning Center of the Early Childhood Education Department; serving as child development consultants and speakers for the Intergovernmental Conference at the Dayton Convention Center; and, assisting in the services to the Golden Age Program in the Continuing Education Office.

Unlike most volunteer programs, the ASSERT project at Sinclair has attracted more men than women. Many come from professional employment backgrounds but are providing technical skills in their volunteer activities. Moreover, while many volunteer jobs tend to be similar in nature within a given organization, at Sinclair each volunteer has been involved in an individualized position.

For example, a retired strings and band teacher in the local high schools is now a volunteer in the Fine Arts Department. Using piano lab equipment, he works on an individual basis with music students. The students record their practice sessions, he listens to the recordings, then meets with them to demonstrate their errors and advise them on proper technique. Another volunteer, a retired Air Force officer, works in office management and public relations. With the Dean of Education in the Golden Age Educational Program, he has organized a Senior Adult Education Club. He also is working with community agencies to obtain technical training for retirees who want skills for part-time paid employment.



In setting up the ASSERT program at Sinclair, certain problem areas developed. Although one of the thrusts of the original proposal was to attract "blue collar" retirees, most of the volunteers have been professional in background. Helping the volunteers to find the individual niche that suited them took considerable time, while helping the college departments find a qualified volunteer was also time consuming and occasionally impossible. Moreover, the start-up time needed to implement the program was greater than originally projected □

Senior Acting Troupe

Barn Players Theatre

**Shawnee Mission, Kansas
(With cooperative support
from Johnson County
Community College)**

**Mary Ann Van Vooren,
Program Director**

In September of 1978, a group of 25 older persons made up the original production unit of a new offshoot of the Barn Players Theatre—the Senior Acting Troupe. They prepared six 30-minute one act plays about the process of aging, held rehearsals, and began performing for nutrition sites, nursing homes, and other senior organizations in their community. Since then, the plays have toured regularly throughout the Kansas City metropolitan area and now are performed before church, civic, and professional groups of mixed ages as well as senior groups.

The Barn Players Theatre, a volunteer company, organized the Senior Acting Troupe with an initial CETA grant and support from Johnson County Community College. The College provided free office space for the program where bookings for performances have been made through the Johnson County Arts Council. The College

has also provided space for the troupe to audition and rehearse its plays.

During the 1979-80 season, the Senior Acting Troupe will present at least 75 plays to various community groups. The troupe is offering a choice of six one-act plays of 20 to 30 minutes in length. The plays are easy to tour; they require few props and have small casts. Each play emphasizes some aspect of aging—not the condition of being aged. Performances are followed by a discussion period led by a member of the troupe in which audiences participate. The combined effect of the dramatization and discussion on aspects of the aging process has been dynamic. The troupe has met with enthusiasm wherever it has performed and the success has been particularly notable when performances are given before a mixed age audience.

Seniors run the program. Two separate plays are available for performance at any given time. Coordinating this activity has resulted in some problems. The plays are rehearsed for one month, and actors must be willing to devote two or three evenings each week for the rehearsals. Their schedules must be flexible enough to enable them to perform during the day or in the evening. Discussions leaders have to be chosen. The plays have to be selected on a non-royalty required basis.

In addition to the office and rehearsal space and public relations support provided by Johnson County Community College, the troupe has been subsidized by the Barn Players Theatre. It is hoped

that the troupe can be made self-sufficient, in part by arranging more bookings with civic groups that can afford to make contributions for performances. Contributions presently range from \$10 to \$15 for a performance. Volunteer actors must pay their own transportation costs when a play is toured.

An Agency on Aging grant was received in October, 1979, to hire a coordinator for the program. This person will handle requests and scheduling of plays and will organize drama classes to build up the acting company. Volunteers are preparing a brochure explaining the program. A steering committee of seniors has been established to recommend policy, programs, and program modifications to the Barn Players Board of Directors. Regular bi-monthly meetings have been scheduled to evaluate the program and formulate new plans.

The Senior Acting Troupe and the Barn Players have several exciting goals for the program. They hope to conduct a national play-writing contest as a way of gaining new materials for performances and to generate interest in this type of senior program among all age groups throughout the country. They want to develop a children's "storybook hour" program at local libraries using senior leaders from the troupe who may not have sufficient experience for the touring unit. This activity could involve handicapped seniors with limited mobility. The troupe

has performed plays and led discussions occasionally at the request of instructors at Johnson County Community College. They would like to expand this activity to include performances and discussions at senior and junior high schools as a way to instruct and involve young people in the aspects of aging—a continuing life process.

In the meantime, requests for new plays and repeat performances are constantly being received. Service users have been enthusiastic in their responses: "Very true to life. Senior adults really identified with it." "This is a great project. Good luck as you take the play around."

Members of the troupe are highly dedicated to the program. They all agree that, in addition to entertaining, they are involved in an activity that mixes young with old and that creates a new awareness about aging in their community. They feel stimulated. As one member said, "... the challenge of memorizing and learning new skills adds a new goal for achievement." Another said, "I thought the theatre was gone from my life, but now it has become important again and brought back my ambitions of youth." A married couple has found a new interest they can share: "Having never acted before, it was beyond our wildest imagination that we would be given a chance to act in a play. It has given us great pleasure to perform and entertain, and we have made many new friends. We hope many senior citizens will avail themselves of this opportunity and know the joy and fun we have experienced." □



Appendix

A. Descriptions of Other Volunteer Programs

☐ Executive Service Corps of Arkansas and Chicago, Illinois, are organizations that provide middle management and senior level retired executives with an opportunity to undertake short-term assignments to work toward improving the management effectiveness of area not-for-profit agencies. Further information may be obtained by contacting:

Mr. Dennis A. Zvac, Executive Director
The Executive Service Corps of Chicago
Room 1160
280 LaSalle Street
Chicago, IL 60604
Norma Wisor
Arkansas Community Foundation
309 Center Street
Little Rock, AR 72201

☐ Mt. Auburn Hospital's Community Health Education Department, Cambridge, Massachusetts, has developed an innovative health education volunteer program using talented older persons (55+) to provide a needed service to the community. Older volunteers serve by assisting their community library program as workshop assistants, in administration and planning as data collection team members public on public relation projects, and as screening clinic aides. Further information may be obtained by contacting:

Virginia Jacobs, Project Director
Mount Auburn Hospital
330 Mount Auburn Street
Cambridge, MA 02138

☐ The National School Volunteer Program (NSVP) is a nationally recognized education organization providing leadership to over six million school volunteers. Through this program, school volunteers work in the classroom and the library. They provide enrichment by sharing hobbies, talents, and experiences while serving as living historians to the children. NSVP provides various services for its members, including idea exchanges, training workshops, a newsletter, an information bank, and publications. Further information may be obtained by contacting:

The National School Volunteer Program
300 N. Washington Street
Alexandria, VA 22314

☐ Project V.I.E., Volunteers Intervening for Equity, is an activity of the Association of Junior Leagues whereby older men and women in nine cities volunteer on behalf of persons needing special intervention to secure a benefit or a right. Older volunteers identify and address critical community needs in areas of health care, legal assistance, foster care, and juvenile justice in their communities. The project demonstrates the value of creating volunteer opportunities by which the talents of older persons may be directed toward socially constructive activities. Training and orientation are a part of the program providing older volunteers insights into advocacy theory and methods. Further information can be obtained by contacting:

Project V.I.E.
The Association of Junior Leagues, Inc.
825 Third Avenue
New York, NY 10022

B. Senior Citizen College Programs

Coastline Community College

(714) 963-0811

Neel Buell, Director
Emeritus Institute
10231 Slater Avenue
Fountain Valley, CA 92708

College of the Emeriti

(714) 280-7610

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Selected Bibliography of Resource Material

Ethel Percy Andrus Gerontology Center. *Releasing the Potential of the Older Volunteer*. Mary M. Seguin, Editor. Los Angeles, CA: University of Southern California Press, 1976.

Written from the experience of volunteers at the Andrus Center, this book describes how retired adults can compatibly enter an organization that employs paid workers and uses their talents productively.

Gotbaum, Victor and Elinor Barr. "On Volunteerism." In: *Social Policy*, Vol. 7, No. 3, Nov./Dec. 1976, p. 50-51.

This article discusses the negative attitudes prevalent towards volunteerism in general and in particular as they related to the use of volunteers in New York City during the 1976 budget crisis when 40,000 municipal workers were unemployed. The authors also describe the position of their union, District Council 37 of the American Federation of State, County, and Municipal Employees, on the use of retirees as volunteers.

Murphy, Judith and Carol Florio. *Never Too Old To Teach*. New York, NY: Academy for Educational Development, 680 Fifth Avenue, 1978.

A report examining the ways in which older adults can help serve the learning needs of others. It includes descriptions of programs in which older persons are recruited to serve in educational roles, guidelines for development of similar programs, and an examination of current educational abilities and talents of older persons as "teachers."

National School Volunteer Program, Inc., *Volunteers in Education: Future Public Policy*. Alexandria, VA: National School Volunteer Program, Inc., 300 North Washington St., 22314.

Policy manual and business involvement in school volunteer programs, the volunteer in career planning for high school students, and the economic implications of volunteers in education are discussed. NSVP's Information Bank includes how-to information such as how to recruit and retain college volunteers, how experienced volunteers train new volunteers, etc.

Naylor, Harriet H. *Volunteers Today: Finding, Training, and Working with Them*. New York, NY: The Dryden Press, 1973.

Sound principles and practices for administrators, executives, and professionals are presented in this comprehensive, technical book. Topics include: trends in administrative volunteering, volunteer-staff work patterns, motivation, clues for volunteer assignments, designing training events, and numerous useful diagrams and forms.

Sainer, Janet S. "The Community Cares: Older Volunteers." In: *Social Policy*, Vol. 7, No. 3, Nov./Dec. 1976, p. 73-75.

This article describes the experience of SERVE (Serve and Enrich Retirement by Volunteer Experience) and RSVP (Retired Senior Volunteer Program) senior volunteer programs in the New York City area in regard to: the benefits volunteerism offers to the aging and to their communities, how this new role for the aging evolved, what SERVE and RSVP learned from the greater use of senior citizen volunteers, and what additional steps need to be taken to assure that all of the elderly who wish to engage in a volunteer activity can have the opportunity.

Schindler-Rainman, Eva and Gordon Lippett. *The Volunteer Community—The Creative Use of Human Resources*. Washington, DC: NTL Resources, 2nd Edition, 1975.

This publication presents imaginative projections of developing communities where natural communities have not been linked and describes what communities can do to help their citizens. Practical adult training guidelines are included.

Stenzel, Anne and Helen Feeney. *Volunteer Training and Development: A Manual*. Somers, CT: Seabury Press, 06071, 1976.

This manual presents sound, scholarly descriptions of adults as learners and includes principles for adult learning.

***Volunteer Administration Quarterly Journal*. Published by: Association for Volunteer Administration, Association of Volunteer Bureaus, Inc. and the Association of Voluntary Action Scholars, P.O. Box 4584, Boulder, CO 80306.**

This journal presents articles dealing with research, practice, and experiential and inspirational analysis of the "new profession" of volunteerism.

**Volunteer Readership. Published by: Division of NICOV/
NCVA, P.O. Box 1807, Boulder, CO 80306.**

A yearly catalogue annotating published works relating to the many facets of volunteering. It offers both "classics" in the field and also "just published" resources for expanding perceptions of volunteer involvement and increasing abilities to practically manage agencies and programs.

Wilson, Marlene. *Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 279 S. Cedarbrook Road, 80302, 1976.

This publication details management theories about leadership, motivation, organizational climate, planning and evaluation, and delegation as they apply to the tasks that confront the volunteer program director.

YMCA of Metropolitan Chicago, The Office of Training and Human Development. *Helping Hands: The Key to Success*. Chicago, IL: YMCA of Metropolitan Chicago, 29 West Randolph St., 1979.

A volunteer development manual for YMCA staff, this guide is supplemented by forms, samples, and models that describe volunteer roles in the YMCA, the art of writing job descriptions, recruitment methods, the management of volunteer programs, special considerations such as funding, insurance, and problems, and a selected list of resources.

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